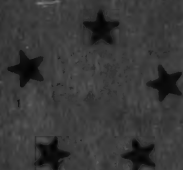


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School and College Placement



The Journal of

THE ASSOCIATION OF SCHOOL AND
COLLEGE PLACEMENT

A national organization dedicated to the advancement of the placement activities in schools and colleges, in business, industry and the professions generally, and to the coordination of the educational function with employer requirements, in cooperation with its constituent institutional membership.

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THE UNIVERSITY** **John D. Connors**

OPPORTUNITIES IN DAIRY HUSBANDRY . . . **John D. Godsey**

OCTOBER, 1947

VOLUME 8 **NUMBER 1**

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INFORMATION FOR SUBSCRIBERS

SCHOOL AND COLLEGE PLACEMENT is issued quarterly.
Subscription rate: \$3.00 a year. Entered as Second Class Matter
October 21, 1940, at the Post Office at Philadelphia, Pennsylv-
ania, under the Act of March 3, 1879.

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PRINTED IN THE UNITED STATES OF AMERICA

NEW APPOINTMENTS



ROBERT N. HILKERT

Vice-President in Charge of Administrative Affairs

Mr Hilkert, Vice President in charge of personnel of the Federal Reserve Bank of Philadelphia, received his Ph.B. degree from Yale University in 1926 and his M.A. from Columbia University in 1931. He is also a lecturer in Management at Temple University and one of the Directors of the Industrial Relations Association of Philadelphia.

Before accepting his present position, Mr. Hilkert served as Director of Student Personnel at The Hill School, Pottstown, Pennsylvania, and for a time was Associate Director of the Educational Records Bureau in New York.

Active in the Field of Industrial management, Mr. Hilkert is a member of the Industrial Relations Committee, Philadelphia Chamber of Commerce and Board of Trade; of the Regional Committee on Administrative Personnel, Third United States Civil Service Region; and of the Educational Advisory Committee, Philadelphia Chapter, American Institute of Banking.

Because of his recognized interest and sound judgment in educational matters, he has frequently been invited to give talks and to participate in panel discussions at local high schools and universities.

E. CRAIG SWEETEN, JR.

Editorial Board

After graduating from the University of Pennsylvania in 1937, Mr. Sweeten was employed by the University as a field secretary for the Bicentennial Committee. In 1940, he was appointed Assistant Director of the University of Pennsylvania Placement Service, a position which he still holds.

Mr. Sweeten served for almost four years as a commissioned officer in the United States Navy and left with the rank of Lieutenant Commander after serving with the Office of Naval Officers Procurement and with Air Group 14 aboard the U.S.S. Wasp, participating in the campaigns for the Mariannas, the Philippines and in the battles of Leyte Gulf and East Philippine Sea.

In his undergraduate days, Mr. Sweeten was President of his class during his freshman, sophomore and senior years. He served as Chairman of the Undergraduate Council and Captain of the Varsity Soccer Team and was elected a member of the Sphinx Senior Society and the Phi Beta Kappa Junior Society.





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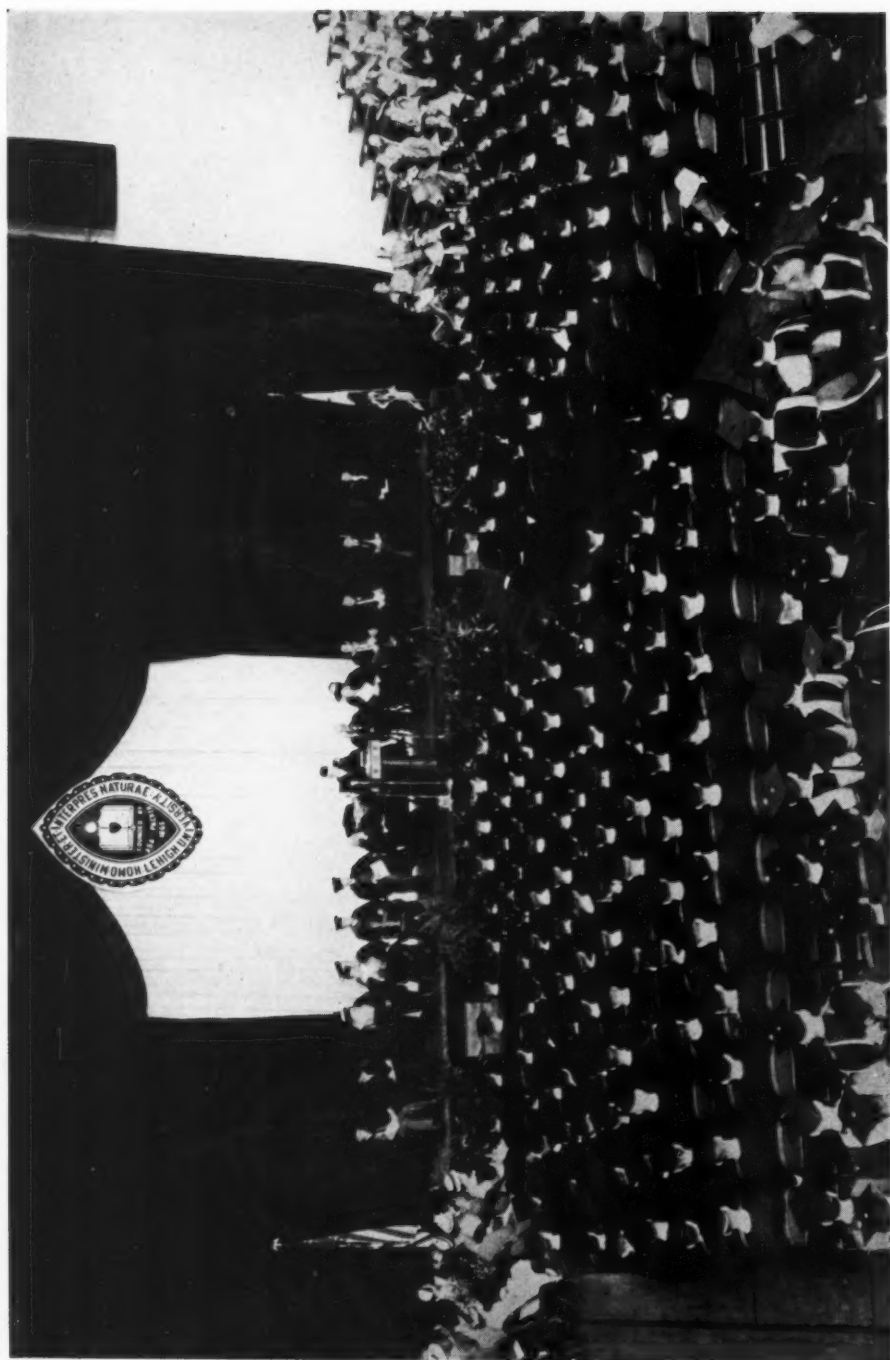
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MODERN PIONEERS

DR. MARTIN D. WHITAKER, *President, Lehigh University*
Bethlehem, Pa.

Dr. Martin D. Whitaker, who became Lehigh's eighth president June 1, 1946, is one of the foremost authorities in the country on nuclear physics and was closely associated with the Atomic Energy Program from its inception. In his position at the Clinton Laboratories he guided the development of plutonium through its early stages and on to its successful climax at Hiroshima.

Dr. Whitaker, a native of Ellenboro, N. C., received an A.B. degree from Wake Forest College in 1927, and an M. S. degree in Physics from the University of North Carolina in 1930. After a period of teaching physics at this University, he attended New York University from where he received a Ph.D. in 1935.

He was acting chairman of the Department of Physics at New York University when in January 1942, two months after Pearl Harbor, he was induced to join the Metallurgical Laboratory at the University of Chicago to work on the program leading to the development of the first atomic bomb.

Author of numerous papers on nuclear physics, Dr. Whitaker is a fellow in the American Physical Society, a member of the Society for the Promotion of Engineering Education, Sigma Xi, American Association of University Professors and the American Association for the Advancement of Science.



MOST of us have been thrilled by stories of early pioneering in this country,—the story of the early settlers along the Atlantic seaboard, the story of the courageous pioneers who pushed westward in covered wagons and on horseback to set up their homesteads on the rich plains of the midwest, and the great story of the winning of the west. We have been thrilled at the individual initiative and self-reliance displayed by these hardy souls, and have felt great respect for them and great admiration for their determination to be free and individualistic. Many of us, I am sure, have felt pangs of regret, as we read these sagas of pioneering effort and accomplishment, that such opportunities were not open to us. And later perhaps we have come to accept the particular definition of Webster's that pioneering is leading the way, and to understand that pioneering did not cease with the winning of the West, but is still going on throughout the country today, pioneering which requires the same courage and fortitude, and yields the same satisfactions as that of an earlier day.

Our early settlers did not always come to these shores well prepared for the life ahead of them. History records that the first set-

tlers on Roanoke Island were lost to history and that the Mayflower Pilgrims who landed in the dead of winter on the New England coast lost half of their number before spring. Soon those who survived learned how to obtain the necessities of life from their new environment and how to protect themselves from the dangers which lurked around them. Preparation for pioneering in that period included obtaining a knowledge of the country and its resources, a knowledge of the Indians, and high development of the art of handling firearms effectively.

The experiences of these early settlers soon were known in the old countries. The opportunities of the new world induced others to join them. These newcomers, we have a right to conclude, were the more imaginative, the more courageous, and the more independent individuals in their groups. They came better prepared to overcome the obstacles which they knew would confront them, and they came into an environment where they could receive specific instructions in preparation for their new life.

Our forefathers came to this country, as we know, motivated by a desire for freedom from the tyrannies of the countries from which they

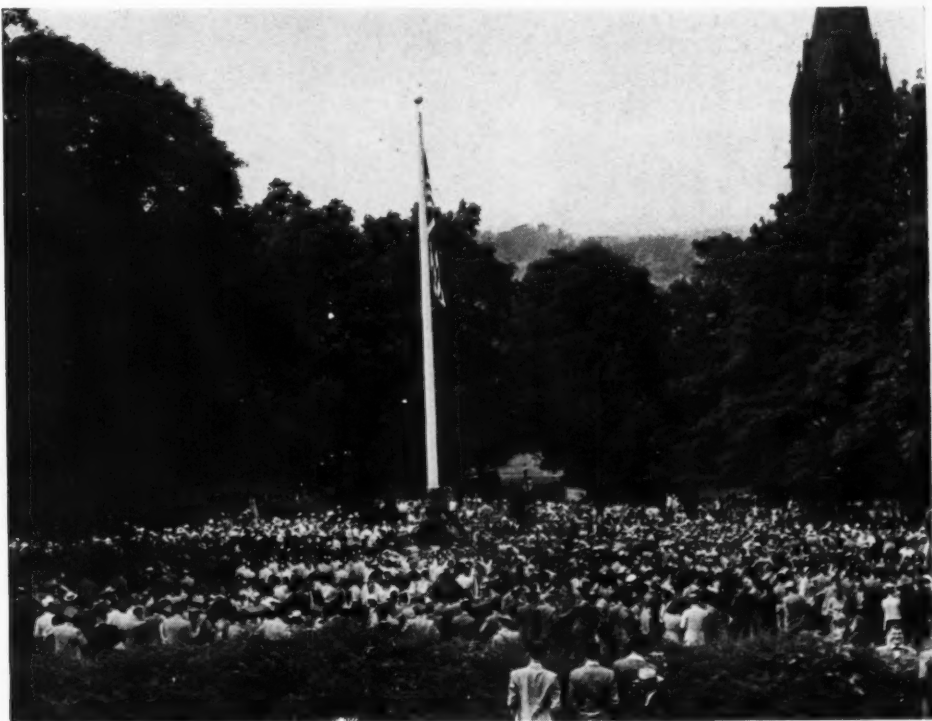
came, and from religious persecution. Freedom was worth to them whatever it might cost. They grew in number, and prospered as they enjoyed this new found freedom until finally they felt that their hard-won position was endangered by the demands of the mother country. Then, true to their heritage, they set forth their intentions and the reasons therefor in that memorable document which was adopted by the Continental Congress in Philadelphia on July 4, 1776 as the Declaration of Independence. They proceeded to win an impossible victory over England, and became, officially, masters of their own destiny. After eight years of existence under a confederation of the states, they devised and adopted our constitution to perpetuate the individual liberty which was so dear to the hearts of all, and there began a new effort in government by law instead of by man. This constitution is, in the words of Prime Minister Gladstone, "The greatest instrument of government ever struck off at a given time by the hand and brain of man."

Henry Ford was a pioneer in the field of transportation and in the field of mass production. The Wright brothers opened up new frontiers just as certainly as did the Pilgrim fathers in Massachusetts, and the Moravian brethren in Bethlehem. The frontiers of Ford and Wright were of a different kind to be sure, but the pioneer work of these men required the same courage, the same self-reliance and, in many respects, the same motivation that was required of the early successful colonists.

What preparation was needed by Ford and others like him to enable them to successfully lead the way in the establishment of new industries and in the development of the old? First, it was necessary for them to have both an idea and an ideal, and to have the courage and conviction to pursue them in the face of the obstacles which are always present. They needed to know their country thoroughly enough to be satisfied that the accomplishment

of their aims would contribute to its proper development, and finally they had to have the qualities needed to inspire the confidence and win the support of others. They also had to recognize that no major effort in a new field serenely follows the initial plans to a successful conclusion. They had to allow their ideas to grow and be shaped by the difficulties and successes encountered and achieved. Or, in modern terms, the measure of their success was determined to a large degree by the extent to which their education continued throughout their lives.

You, as representatives of our modern pioneers, can well ask the question, "What opportunities exist for pioneer work now?" The answer is that more opportunities exist now than have ever existed before. One cannot even conclude that our physical frontiers have spread to their ultimate limits. The upper air has not been thoroughly explored, neither have the ocean depths, nor the polar regions, but the most challenging field of effort lies on our mental, social and spiritual frontiers, rather than our geographical zones. We need to explore these last frontiers thoroughly in order to determine the directions in which our western civilization should be moulded, as it undergoes the inevitable changes which occur with time, in order to assure the perpetuation of the good features thereof, and the peaceful development of this way of life which follows the teachings of our major religions by guaranteeing respect for the dignity and importance of the individual. We all recognize that this peaceful development will be possible only if the external surface of our civilization has such a form that the friction it creates is below the danger point as it contacts other ideologies in a contracting world. In spite of the great importance of this I would like us to concentrate today on some of the opportunities we have to guide the internal evolution of our society. We should keep in mind the importance of the individual and be sure that the



FOLLOWING COMMENCEMENT EXERCISES, LEHIGH GRADUATES, ALUMNI, STUDENTS, FACULTY AND PARENTS GATHER AROUND THE FLAGPOLE TO SING THE ALMA MATER

influence we exert is important and keep it in the direction of the goal.

We are proud of the fact that we have the shortest work week in the world, and the highest standard of living; that we operate about seventy-five per cent of the automobiles, fifty per cent of the radios and electric refrigerators, use nearly one-third of all the soap in the world, and have similar percentages of nearly all the materials needed for health and enjoyment. We cannot attribute this to the fact that we have a monopoly on the raw materials, for it is developed natural resources which build up a high standard of living. We turn out eighty-five per cent of all the food in the world preserved in tin cans and well over fifty per cent of the tires for automobiles are Amer-

ican made, although until recently no appreciable amount of tin or rubber was native to this country. It is impossible for us to know what part of this material development we owe to the fact that our forefathers who braved the perils of an unexplored continent did so because they were the more courageous and more self-reliant of the oppressed peoples of Europe. I think all of us are willing to agree that the boldness of action and the originality of approach to new problems for which our individual citizens are famous, and which has been widely acclaimed as a result of their actions in the recent world conflict, stems in part from our ancestral heritage.

Another large share of the credit for this unprecedented material development must go

to the fact that in this country it has been possible for any man to achieve any position to which his ability and persistence of effort entitle him.

You have probably seen the results of a recent survey conducted to learn the starting salaries of the top executives in fifty of the large businesses in the United States. The average starting salary for approximately two thousand men surveyed was \$13.40 a week. Only seven of this number started at about \$25.00 per week. In any other country in the world it is rare for a man to start low in a business and end up as the chief executive, and in some of the oriental countries it is virtually impossible to cross the boundary lines between the many distinct classes which have been set up. This gives meaning to that phrase from the Declaration of Independence which says, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." This is one of the good features of our social system which we must strive to maintain as it undergoes the evolution brought on by the passage of time. One of our urgent tasks today is to find a solution to the problems that face labor and management and government, problems which have resulted from the increased complexity of our social, industrial and governmental organizations, and still allow men to become leaders on the basis of proved ability rather than on the basis of accident of birth. We seem to be drifting away from this individual enterprise system which has played such an important role in our national history to date and drifting farther toward a state of affairs where the maximum amount of work and the kind of work is defined for him and where there is not sufficient incentive to undertake the bold pioneering which so often contributes so much to the good of so many. We shall lose

much of what has made us great if it ever becomes the exception rather than the rule for a man to move from the bottom to the top on the basis of native ability and acquired skill. No matter what career you follow you can exert your influence to prevent the loss of this birthright.

We agree with Gladstone that we have the best system of government that has yet been developed, but since its proper functioning is dependent upon the skill of those employed by it, we must shape our long-term plans not only to maintain the particular system we have, but to insure that its administration and operation are placed in the hands of able and well-trained individuals. Since ours is a government by the people, we must go even farther than this, and educate as many of our voters as we possibly can in the principles of government and stimulate in them an interest in good government. One of our greatest opportunities for pioneering work is in the field of government, and this is true whether we happen to be on the government payroll or not. We as leaders should attempt to guide the American people away from the dangerous path which leads to loss of freedom and liberty through the assumption that some mythical being called government has all the answers to problems which present difficulties for us.

We have the most inclusive and the best educational system in the world in spite of the widespread criticism to which it has been subjected in the recent past. I hope it will be criticized thoroughly in the future, and that these criticisms will result in improving it. About one in each five of the people in the United States are either attending school or are actively engaged in educational work. About one in seventy of our people are attending college at the present time, and we are told by some of our forecasters that this will soon be one in fifty. The charge which is often made, that there are a great many stu-

dents in college who should not be there, cannot be denied and neither can these students be identified satisfactorily. Neither can we deny that a very large fraction of our leaders today, and an even larger fraction of our future leaders, are and will be college-trained people.

We need not defend the importance of our educational system other than to remind ourselves anew of the changes which took place in the thinking of the young people of Germany as a result of Nazi control of the school system. This emphasizes graphically the fact that what our country and our civilization is to be tomorrow is being determined in the school room today. If there is anything wrong with the type of personnel we have in our classrooms as teachers, then one of our most important problems is to remedy these deficiencies as rapidly as we possibly can. One of the most challenging opportunities for pioneer work exists in the field of education

today, and I commend it to you as a field rich in its rewards and one presenting wonderful opportunities for service and satisfaction. But the status of our educational work is not determined solely by those who follow it as a profession. Our parents and our citizens can influence it greatly by the example they set and the leadership they supply.

And finally there are outstanding opportunities in all professions and in all walks of life for spiritual leadership today. Henry Bergeson, the French philosopher, said in 1914, "Science (has) equipped man in less than fifty years with more tools than he had made during the thousands of years he had lived upon earth. Each new machine being for man a new organ, an artificial organ, his body became suddenly and prodigiously increased in size without his soul at the same time being able to dilate to the dimensions of his new body." It is even more important now than it was in 1914 that we spare no effort to make

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our social and spiritual development keep pace with our material progress. It should be the purpose of our educational system today to develop men and women to a point where they can continue their mental, social and spiritual growth throughout life without the stimulants of professorial supervision and academic schedule.

The young men and young women who are graduating from our educational institutions from year to year are trained to be the pioneers, or leaders of the future, and will be, if they continue their education as they carve out their careers. To develop modern pioneers most satisfactorily the educational preparation should be adjusted as rapidly as we know enough to make the necessary changes of the right kind. It should not result in a stereotyped product, but should develop and encourage originality. I am reminded of the story of the young engineer hired by a manufacturer of electric lamp bulbs. He was ambitious and was continually finishing his job and asking what to do next. The boss became exasperated and set him the task of learning to frost lamp bulbs on the inside,—a problem on which he had already spent much money and many man-months of effort, and had almost concluded that it was impossible. A few days later, the young man came back with the lamp bulbs and asked, "Here are your inside-frosted lamp bulbs, now what do you want me to do?"

If we would become pioneers, let us not learn too thoroughly what things are impos-

sible. But again, let us not ignore the lessons of the past and seek the easy way out by saying, "Let's discard the old and take on the new." We should remember that we do not necessarily have the right answer just because we think we have. Mark Twain's story of the young man who said, "When I was 18 I was shocked at my father's blundering ignorance, but when I was 21 I was astonished to find out how much the old man had learned in three years," can well be kept in mind.

Few of us can rival the accomplishments of the founders of our country and the leaders who have been responsible for its educational, industrial and spiritual progress to date, but the task before us is one just as challenging as they had facing them and one that no individual can do alone, namely, that of saving for our children and grandchildren their full birthright. Let us direct the force of our individual leadership to the perpetuation of the importance of the individual and his inalienable rights, toward the dignifying of the administrative positions in our government, and arousing each citizen to a keen interest in the proper functioning thereof, toward improving the effectiveness of our educational system, and toward the spiritual redemption of our civilization. May our efforts be sufficient to bring about the spiritual, moral, and economic development of our social structure in such a way to assure its continued peaceful existence, its improvement and thus the maximum improvement of each individual in it.



Women's Earnings

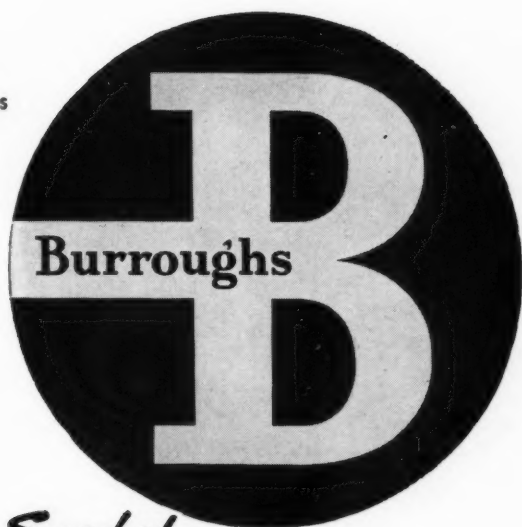
AVERAGE (median) annual earnings of women workers in 1945 were \$981, according to census data recently released. Only 5 per cent of all women workers earned as much as \$2,500 during the year. Average earnings of women in various occupational fields ranged from \$339 in domestic service to \$1,475 in professional and semi-professional work.

Men's earnings, in contrast, averaged approximately twice women's or more in all occupational groups with data for both sexes, except in clerical work. Men's earnings in all occupations combined averaged \$2,073.

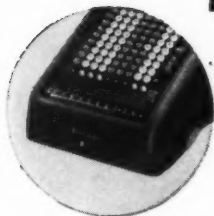
—Facts on Women Workers (Women's Bureau, U. S. Department of Labor)

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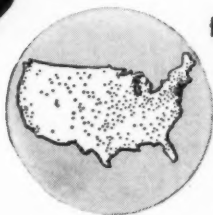
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cost-saving counsel for every business



factory branch service for every user

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THE CONSULTING MANAGEMENT ENGINEER

NATHANIEL WARING BARNES, *Executive Secretary*

Association of Consulting Management Engineers, Inc., New York, N. Y.

Born in Newburgh, N. Y., Mr. Barnes was graduated from Columbia College in 1903 and received the degree of Master of Arts in 1905.

After leaving Columbia, he served on the faculties of Ohio Wesleyan University, De Pauw University and the University of Chicago, and since 1930 has given evening courses in the School of Business and University Extension, Columbia University.

He has long been identified with professional societies, including the National Association of Teachers of Marketing and Advertising (past president), the American Marketing Society (past national secretary), the Society for the Advancement of Management (past vice-president), and the Association of Consulting Management Engineers, of which he has been Executive Secretary since 1932.

In 1937-39 he served as Secretary and Treasurer of the Seventh International Management Congress, Inc.

THE consulting management engineer has been called a "business doctor," and this is not a bad catch phrase in these days when the medical profession concerns itself with prevention as well as cure, with preservation as well as restoration of health. Very simply stated, the consulting management engineer tries to make his "patients" healthy or more healthy and keep them healthy. Dropping the figure, and describing in a few words the consulting management engineer of acceptable standing, we may say that he is one who has a thorough grasp of the principles of business organization and administration and who, because of long and varied experience, is competent to apply these principles in the handling of men, materials, machinery and money, thus assisting business executives to bring about better results for owners, workers and the public.

Potential Clients

Who uses the services of the consulting management engineer? By no means only those who have a sick business on their hands. It often seems that the more progressive and successful an executive is, the more likely he is to recognize the value of outside counsel. And by no means only the larger companies or industrial firms. The clients of management consultants include businesses of all sizes representing all types of enterprise—basic industries, transportation, manufacture of

consumer goods and capital goods, retailers, wholesalers, banks, insurance companies, industrial and trade associations, universities, philanthropic institutions, and government agencies.

Why Outside Counsel?

If a business is managed by capable executives, why is outside counsel needed? An experienced and reputable consulting management engineer brings a background of versatility and practical knowledge which makes him valuable to any business. Specific advantages offered by such a consultant include:

Time—to concentrate on a client's particular problem, since that is his major function.

Sound Counsel—developed by long experience with many clients, a quality for which there is no substitute.

Group Judgment—based on the broad experience of the consultant and his associates rather than the knowledge of one man.

Fact-finding Skill—knowing how to obtain the facts, how to analyze and interpret them, and how to differentiate between facts and opinions.

Impartiality—because of his outside and uninfluenced point of view.

Professional Standards—demonstrated in trustworthiness that places the client's interest first.

Cooperation—fitting into a client's organization as a friend and co-worker.

Techniques—an accumulated knowledge of methods, which are to Management what tools are to Labor.

Thus you have the client with his intimate knowledge of a business, and the management engineer with his outside professional viewpoint and broad experience. The combination of the two, with the administrative and management skills which together they can bring to bear on an objective, provides the best way to get maximum results.

Scope of Services

Although many consulting management engineers specialize on certain management problems, the field of management counsel is as broad as management itself. Specialists of one kind often join with specialists of other kinds to form a firm offering complete service. So we find consulting management engineers individually or jointly giving counsel on—

Problems of Top Management, such as organization; reorganization, mergers and liquidations; determination of optimum size; appraisal of company and industry prospects; operating policies, programs and controls; measurement of management's effectiveness; executive compensation and incentives; centralization and decentralization of production or marketing facilities; executive reports.

Production Problems, such as plant facilities, including location, type of structure, equipment, lay-out, reconversion, maintenance, machine and tool design; and manufacturing practices, including procurement of materials, material handling, scheduling and despatching, time and motion studies, standard cost systems, quantity, quality and cost control, inventories, research and product development, industrial relations.

Marketing Problems, such as products with profit potentials and customer appeal, location and evaluation of markets, sales quotas and

potentials, channels of distribution (sales outlets), packaging, pricing, merchandising methods, sales promotion, warehousing and shipping, salesmen's compensation and incentives, expense control.

Financial Problems, such as budgets, accounting records, over-all costs and cost control, appraisals, estimating procedures, protection against risks, capitalization, taxes, credits and collections.

Personnel Problems, such as recruitment, selection and placement of employees, training of employees, motivation of employees (incentives, financial and non-financial), job evaluation, performance standards and merit rating, labor relations, employee welfare.

Office Problems, such as physical setting (building and lay-out), equipment (machines, supplies, forms), procedures, office service (mailing, filing, communications, etc.).

Community, State and National Problems, such as industrial surveys, marketing surveys, labor relations surveys.

Who Qualifies?

To be accepted as a competent and reputable consulting management engineer one must qualify in terms of training*, experience, and personal qualities. Only the man who can honestly answer the following questions in the affirmative can consider himself *fully* qualified to accept fees for his services as a consulting management engineer:

1. Does my training (presumably in a university) provide a solid foundation for the kind of professional service I propose to render?
2. Am I entitled to claim ability to give sound counsel on problems of management by reason of the fact that I have

* For a list of accredited undergraduate engineering curricula planned for future management or industrial engineers address the Engineers' Council for Professional Development, 29 West 39th Street, New York, N. Y. For a list of accredited institutions offering curricula in Business Administration, address the Secretary of the American Association of Collegiate Schools of Business, L. J. Buchan, Tulane University, New Orleans, La.

the thoroughly practical grasp of one or more management problems which comes only from actual participation in the operations of more than one business and actual responsibility for their success?

3. Have I defined the scope of the counsel I offer, limiting it to management problems within my grasp?
4. Have I been so well "seasoned" by time and experience that I have maturity of judgment to offer my clients?
5. Have I the professional man's sense of responsibility for the best interests of a client, and can I unfailingly put my client's interests ahead of my own immediate profit?
6. Have I the personal qualities that will enable me to develop satisfactory client relationships? More specifically, can I work harmoniously with the men I will

meet in a client's organization? Am I diplomatic? Can I compromise? Do I approach new and important problems with humility and with deference for the views of others? Can I keep an open mind and see all sides of a controversy? Can I study my client's problems objectively and work patiently to find right solutions instead of jumping to conclusions? Can I "sell" my findings?

7. Have I the staying power, moral and financial, necessary to carry me through any lean periods that may occur while I am establishing my position as a consultant of recognized competence? Can I tell the truth as I see it when it may cost me a client?

Furthermore, any individual making public use of the term "engineer" or "engineering" is required to hold a license as a "professional engineer" in any of 47 states where he practices. These state laws do not apply to those



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who call themselves management consultants, management counselors, etc.

Opportunities and Rewards

Diagnosis and recommendations as given by the consulting management engineer, to be sound, require range of experience and maturity of judgment, as well as knowledge and mental discipline. Hence a full-fledged management consultant's life usually begins at 40 or thereabouts. Those who are fully qualified and who have gained a degree of professional recognition do not lack for clients. Potential clients are everywhere; many problems of management are perennial and new ones arise continually as conditions change; realization of the value of reliable management engineering service is spreading steadily among business executives.

The one sure way for a consulting management engineer to gain and retain a confidence-inspiring reputation for competence and integrity is to handle each engagement so well that the client will tender additional engage-

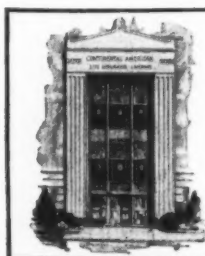
ments and recommend the consultant to his friends. Supplementary efforts consistent with high professional standards include circulating reprints of the consultant's articles or addresses on management subjects and participation in the activities of one or more of the societies in the field of his service.

The successful consulting management engineer enjoys many rewards. His fees give him an income comparable with the incomes of men of like standing in other professions. He forms many friendships through his engagements. True, he usually has to stay behind the scenes and let public credit for results go to the responsible executive in client organizations. However, the realization that he has contributed to the larger success of business enterprises which are bringing widespread benefits to workers, investors and the consuming public is no small reward. Such work is a constructive social service of importance. The consciousness that he has helped to make useful enterprises more fruitful is a lasting satisfaction to any truly professional man.



IN 1939, a Conference Board survey revealed that 18.7 per cent of the 2,700 companies responding operated a supervisory training program. In a current, incomplete survey which includes 3,200 companies, 1,100 report a supervisory training program—a jump of 34.4 per cent. Though the TWI pattern of short courses dealing with limited subjects and techniques is being followed to some extent, there is a stronger trend toward continuous programs, with regularly scheduled conferences on a weekly, bi-weekly, or monthly basis.

—The Journal of Industrial Training 6/7/47



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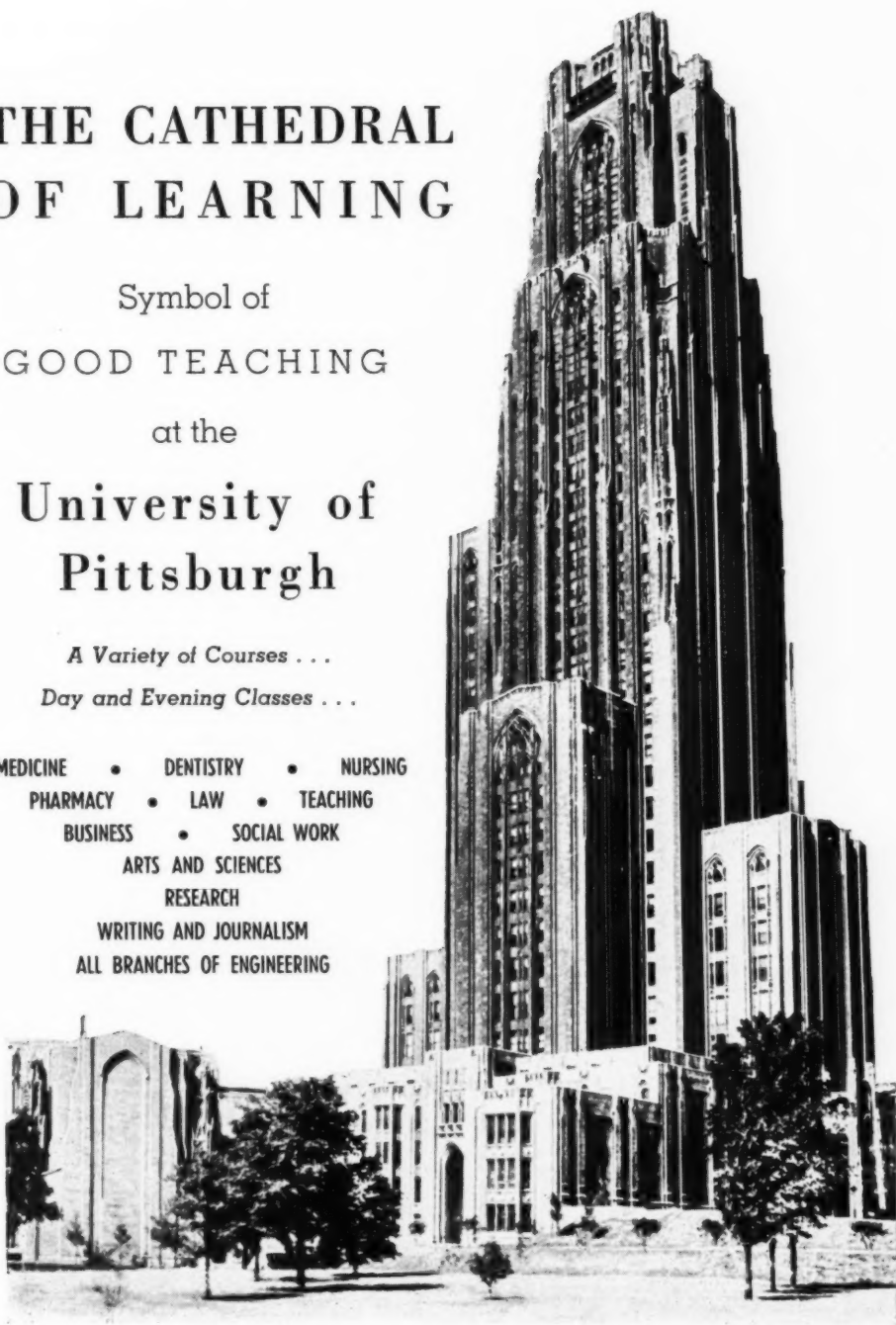
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OPPORTUNITIES IN DAIRY HUSBANDRY



JOHN D. GODSEY, Assistant Plant Manager,
Foremost Dairies, Inc., Bristol, Tennessee

A native of Bristol, Tennessee, Mr. Godsey graduated from Virginia Polytechnic Institute in June 1947, at which time he received his B.S. degree in Dairy Husbandry. He is the recipient of the 1946 Borden Scholarship award given by the Borden Foundation to that senior in the School of Agriculture who has the highest academic average for his first three years and who has taken at least two courses in dairying.

While in college, Mr. Godsey was elected to Phi Kappa Phi, Alpha Zeta and Omicron Delta Kappa, all national honorary fraternities, the latter of which he was president. Besides editing the 1947 V.P.I. Dairy Annual, he was a member of the Dairy, the Agricultural, and the German Clubs and the Honor Court.

Mr. Godsey spent 3½ years in the Army between his junior and senior years in college and now holds the commission of Captain in the Infantry of the Officers' Reserve Corps.

THE field of Dairy Husbandry offers a wide variety of opportunities to college-trained men. The dairy industry is one of our country's largest and most diversified industries and therefore must necessarily rely upon the colleges and universities to provide technically trained men in the two main branches of Dairy Husbandry—that of dairy production and that of dairy manufacturing.

Because milk is recognized as man's most nearly perfect food and because it is essential for the growth of the young, the dairy industry has grown quite rapidly in the United States. It is a young industry and, for the most part, has been developed in this country in the past 40 years. Today milk may be said to be the nation's leading farm product from the standpoint of value, for the farm value of milk annually exceeds that of any other leading farm product.

Since the cow produces milk for 365 days in the year and cannot be shut down for holidays, long week-ends, or strikes, a worker in the dairy industry may not find the hours of work to be so short nor so well-suited to his convenience as in other industries. However, perhaps the greatest advantage of dairying as an opportunity for life work is the fact that it furnishes relatively steady employment. During years of depression it has been found that the number of employees of dairy companies

has remained close to the number employed in times of prosperity. Certainly there are few other industries with such a record.

Dairy production is that branch of Dairy Husbandry which deals primarily with the breeding and developing of dairy cattle, and the production of milk on the farm. In general, if one is to work in dairy production, he must have a thorough understanding of the feeding, breeding, and veterinary care of dairy cattle and of the scientific and business principles involved in the managing of a dairy herd. He also must have training in such fundamental subjects of general agriculture as the raising of crops, farm management, economics, marketing, and milk processing. Training in the sciences is essential for those interested in research, and training in English and education is necessary for those who desire to teach.

Where to find Opportunities

Some of the employment opportunities for college graduates in the field of dairy production are as dairy-farm owners; dairy-farm managers; teachers in schools and colleges; dairy herdsmen; breeders of purebred dairy cattle; fieldmen and salesmen for dairy service and feed companies; fieldmen for breed associations; inspectors of dairy products and dairy establishments; extension workers for

educational institutions or the Federal Government; and research workers for the State or Federal governments or for privately-owned institutions.

Dairy manufacturing is that branch of Dairy Husbandry which deals with the commercial handling of milk and the manufacture of milk products. Although certain types of commercial plants are localized to a greater extent in some areas than in others, small milk plants which deal principally in the handling of market-milk can be found in almost every section of the United States. In general, commercial plants throughout the country produce one or more of the following dairy products: market-milk and cream, but-

ter, cheese, condensed and evaporated milk, ice cream, and powdered milk.

Course Requirements

The curriculum dealing with dairy manufacturing must contain specialized training in the processing, manufacture, and technical control of each of the leading dairy products. One also needs supporting courses in the sciences, especially chemistry and bacteriology, English, psychology, economics, and business administration subjects including business procedure, principles of accounting, business management, salesmanship, and advertising. Education courses should be emphasized for teaching, sanitation and



virginia Agricultural Extension Service
RESEARCH, A PRE-REQUISITE FOR PROGRESS IN THE DAIRY INDUSTRY



HEALTHY COWS, A TRIBUTE TO SCIENTIFIC ADVANCE

hygiene for health department work, engineering for dairy-equipment manufacture, and journalism for the publishing field. One should take enough courses in dairy production so that he understands thoroughly the farmer's problem involved in the economical production of a high-quality milk.

The principal opportunities in the dairy manufacturing field are in the commercial dairy business as research and laboratory technicians, plant superintendents, engineers, purchasing agents, office managers, sales managers, plant managers, and business owners; as research workers for Federal and State governments, privately endowed institutions, and commercial dairy plants; extension workers or fieldmen for educational institu-

tions, Federal Government, or commercial organizations; inspectors and sanitary engineers in state and city health departments; state dairy and food commissioners; manufacturers and salesmen of dairy equipment; teachers in schools and colleges; and workers with the National Dairy Council, dairy trade associations, or dairy periodical publications.

The college graduate in Dairy Husbandry should not expect to step immediately into a key position in an organization, but must gain experience by doing as many different jobs as possible which are connected with the business. These jobs should be stepping stones to top management positions, and the man who ultimately fills a key position will do his best if he has experience of lesser jobs behind

him. It is the responsibility of the employee to work gainfully in all jobs and to continually prepare himself for the next higher position. The employer has the definite responsibility of seeing that college graduates are given ample opportunity to obtain the necessary experience to fit them for key positions

and are not pigeon-holed in a job which offers no chance for advancement.

From every standpoint the dairy industry affords ample opportunities for gainful and stable employment in a great variety of jobs and presents an attractive field of endeavor for qualified young men.



GOVERNOR James H. Duff recently announced the appointment of ten members of a special commission to study Pennsylvania's higher educational facilities.

The study, authorized by the 1947 Legislature in cooperation with the General Assembly's Joint State Government Commission, is aimed at compiling information on the adequacy of the Commonwealth's colleges and universities and their needs.

In addition, the group was authorized to look into proposals for establishment of junior colleges which would provide courses beyond the usual high school level.

The committee, which will include two members named by the president pro tempore of the Senate and the two by the speaker of the state House of Representatives as well as Dr. Francis B. Haas, Superintendent of Public Instruction, is authorized to employ "any competent and qualified educational agency" to help make the survey.

Now is a good time to investigate the attractive career-building opportunities which the life insurance business offers to men and women qualified for them.



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WORKERS' EDUCATION ENTERS THE UNIVERSITY



JOHN D. CONNORS, *Director, Workers Education*

Bureau of America, New York, N. Y.

In addition to his other duties, Mr. Connors is Director of the Workers Education Bureau of America and National Vice-President of the American Federation of Teachers. A lecturer on economic and labor subjects, at universities and summer schools in this country, Mr. Connors addressed labor and educational groups in Great Britain during 1945 as guest of the Workers' Educational Association, and Consultant in Overseas Operations Branch of the OWI.

Mr. Connors is a member of the Executive Council of the American Association for Adult Education, the Board of Directors of the Associated Hospital Service of New York, the Board of Directors of Save the Children Federation and the New York Teachers Guild.

A graduate of Boston University, Mr. Connors continued his studies there and at Harvard University.

COLLEGES and universities have for many years trained both youth and adults to be better farmers, businessmen, doctors, engineers, lawyers, ministers. Almost without exception, until recently, the one person to whom they have not offered the opportunity to better himself in his chosen field is the trade unionist. That important member of the community has long felt that he has an equal claim on the services of the university. He feels that the university should help him to understand and use wisely the techniques of trade unionism and should train his children so that they may become even better representatives of organized labor than he is.

1/10 of Population in the Labor Movement

Many fail to realize that the organized labor movement now constitutes over one-tenth of the total population of our country. Since 1934 trade union membership has grown from less than 4,000,000 to over 15,000,000, and labor men and women are increasingly being called upon to serve on local, state and national committees and agencies. With labor's status in the community ever increasing in importance, educational institutions themselves have come to realize the logic of labor's request for their services. This accounts in part for the striking increase over the past

four years in the educational services they are offering to labor.

The one exception over the years to the rather general indifference on the part of universities to a continuing program for labor is the University of Wisconsin, whose School for Workers has for over twenty years served the labor movement of that state through a realistic program which emphasizes the need for industrial democracy as well as political democracy. Starting in 1925 with a six-week resident summer program, in ten years or so it had developed a year-round extension program covering the state. In recent years, however, a reduction in state appropriations has necessitated a drastic curtailment in this year-round program, and the school now concentrates its efforts on conducting one- or two-week institutes during the summer months, in cooperation with various union groups, where over 500 trade unionists study annually.

With the increased importance of labor as a responsible group in the community, many other institutions of higher learning have now come to realize their obligation to labor. This recognition of labor by the colleges of our land has been due to a great extent to the bridge between labor and learning which the Workers Education Bureau has been building by its labor institute program inaugurated in

1931. At that time it set up on the campus of Rutgers University in New Jersey the first labor institute in this country, which was sponsored by the New Jersey State Federation of Labor and the university. This "experiment in understanding," which has been continued every year since its initiation, has won the deserved approval of leaders of industry, labor, education and the government throughout the land. Since that year the Bureau has cooperated with the labor movement and state universities and private colleges in 37 states in setting up institutes modeled on the original Rutgers Institute of Labor.

Over 80 Universities Offer Programs

Today over eighty universities have opened their doors to the organized worker. Some now offer extensive programs designed to reach the rank-and-file in their home communities; others concentrate on training a selected group of leaders, while still others have set up full four-year joint labor-management courses leading to degrees in labor and industrial relations.

The most realistic state-supported project in workers' education that has been developed thus far was initiated at the University of Michigan in September, 1944, with an original allocation of \$25,000 for the establishment of the Workers Educational Service within its Extension Division. While the university authorities recognized that they had a responsibility for training the leadership of labor, from the beginning they have placed particular stress on developing a field service which should reach the rank-and-file member of the labor organization. To this end the administrative office was located in Detroit rather than on the campus at Ann Arbor, and from that office a wide variety of services is being offered to unions and community groups throughout the state.

Educational discussion group sessions are set up as features of regular union meetings,

where topics of special concern to labor are explored. Formal classes have been organized throughout the state to study such topics as collective bargaining, shop steward training, union administration, and parliamentary procedure, among others. These programs are developed at the local level in conjunction with, and at the request of, the unions themselves. Over 42,000 workers in AFL, CIO and independent unions in 45 different communities have profited from these services during the second year.

While the state appropriation covers the administrative and promotional aspects of the Workers Education Service program the classes have been financed directly from union treasuries on a flat-rate basis rather than through individual fees. Demands for service far exceed the ability of the WES to fill the need and have necessitated several supplementary allocations of state funds.

Programs similar to that of Michigan are

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Aptitude testing, vocational counseling, and a placement service are integral parts of the college program.

FRANKLIN & MARSHALL COLLEGE

Lancaster, Pennsylvania

carried on by Rhode Island State College and Wayne University in Detroit.

Harvard University's program of labor education has moved in a somewhat different direction. There the one-year Trade Union Fellowships, which were inaugurated five years ago, were established to train efficient trade union executives. National and international unions throughout the country select promising younger leaders for a year's resident study, to equip them for positions of greater responsibility upon their return to their unions. Most of their courses are set up especially for them: for instance, the administration and negotiation of labor agreements, accounting and analysis of financial statements, and problems of dealing with government agencies and of presenting arbitration cases. However, in a few instances the trade Union Fellows meet jointly with students who are training for management positions.

At the Yale University Labor and Management Center special classes in economics and labor relations are offered for labor and management. The Center, however, lays particular stress upon its research program, which seeks to set up a theory of human behavior which may aid in explaining the reactions of labor and management to each other and to the public, and thus help to promote better industrial relations.

The most comprehensive and best financed of the state-supported programs—one which includes management as well as labor—is the New York State School of Industrial and Labor Relations, which opened in November, 1945, at Cornell University. In the legislative act establishing the School, its objectives and purposes were thus set forth: "The teaching and instruction of students concerning (1) the history and development of industrial practices of employers and employees; (2) the history and principles of sound industrial and labor relations and organizations; (3) the rights and obligations of employers and em-

ployes; (4) the history and development of laws relating to industry and to labor; and (5) all other phases of industrial, labor and public relations of employers and employees tending to promote unity and the welfare of the people of the state."

This School offers a four-year resident course leading to the degree of Bachelor of Science in Industrial Relations. Subjects included in the curriculum are labor union organization and operation, legal and constitutional aspects of labor problems and social insurance, and collective bargaining, mediation, and arbitration. As one of the requirements for this degree each student must complete three supervised work-training periods during the summer months. These internships are designed to give direct experience with viewpoints, problems, and procedures in industrial and labor relations and may be served in an industrial plant, with a labor organization or with a government agency.

Within the past year the New York State School has expanded its programs to include extension work. It is in this field that labor will probably be most able to avail itself of the opportunities offered, because it goes without saying that few adult workers are so situated that they can spend four years on a college campus. Extension courses have been set up in Buffalo and Albany, in industrial and labor relations; how collective bargaining contracts are written; psychology and industrial and labor relations; labor law and the union; and a history of the American labor movement.

In addition, a research service is provided for both management and labor, and it is planned eventually to include also short resident courses and institutes.

The Illinois State Legislature has similarly made a substantial appropriation for the establishment of an Institute of Labor and Industrial Relations at the University of Illinois. Its program, which is now taking



A TYPICAL AUDIENCE AT RUTGERS LABOR INSTITUTE

shape, is modeled upon that of the New York State School. Here, however, the extension work has been started first, with the resident program to be developed later.

Among Catholic institutions of higher learning there is developing an interest in working with labor groups which parallels that in public-supported and privately endowed colleges and universities. About twenty-five labor schools affiliated with the Jesuit Institute of Social Order are now uniting in an educational program to implement the Papal Encyclicals on the Social Order. An outstanding example is the Institute of Industrial Relations established four years ago at the College of the Holy Cross in Worcester, Massachusetts. Its program consists of on-campus classes and

forums, for which no fees are charged. In addition to rank-and-file workers, trade union leaders and management representatives also attend the courses, one of the most successful of which is the Contract Seminar. Here a joint body of nearly a hundred union officials, management representatives, and representatives of the general public study representative union agreements and discuss their provisions.

This technique is also employed in many other Catholic programs throughout the country. The Industrial Relations Division of the Institute of Social Order at Rockhurst College in Kansas City, in addition to the regular classes and seminars, is now embarked upon an ambitious project of compiling a "Hand-

book of Industrial and Labor Relations Terminology."

At the University of Chicago the major emphasis in the program which it has been conducting for the past two years is on training union leadership for its increasing responsibilities. The core of the program is a series of evening seminars on trade union problems, conducted as round table discussions and led jointly by a labor representative and a member of the university faculty. Conference workshops on crucial technical problems are also a part of the university's program. Out of these have come two published reports, "Labor Looks at Unemployment Insurance" and "Labor Looks at Job Evaluation and the Setting of Production Standards." A third phase of the Chicago program is cooperation with individual unions in conducting classes and preparing materials to meet each union's specific needs.

In this article it is possible to mention but a few examples of this increasing cooperation of universities and colleges in workers' education. However, a comprehensive survey of these projects has been conducted by Dr.

Caroline F. Ware, and her report, "Labor Education in Universities," has recently been published by the American Labor Education Service, Inc.

Over the years many individual faculty members have served as instructors or lecturers in workers' classes conducted by various unions. Labor is pleased that this cordial but informal relationship with the university is now becoming more official as these institutions open their doors to the workers. It feels, however, that to be entirely successful in these programs the universities and colleges should invite labor to participate from the very beginning in their planning and conduct.

Labor does not consider the university-sponsored program of workers' education a panacea for all industrial discord, but it does recognize that such programs, wisely planned and wisely conducted, can help greatly in forestalling labor disputes and promoting better labor-management relations. To this end labor stands ready to cooperate in building a realistic workers' education program in the institutions of higher learning in our country.



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RECRUITMENT AND IN-PLANT TRAINING OF COLLEGE GRADUATES

G. L. CULLEN, *Manager, Personnel Development*
Division, Industrial Relations Dept., American Viscose
Corporation, Wilmington, Delaware

In his present position, Mr. Cullen is responsible for staff service and advice with respect to the recruitment, selection, transfer, development and promotion of professional and management personnel.

Mr. Cullen is a graduate of Amherst College and is a member of Chi Psi Fraternity and Phi Beta Kappa Society.



IT is popular today to speak of industry's "human resources." There is growing recognition that, while it is important to secure and train the best people for all types of positions, it is doubly imperative that particular attention be paid present and potential managerial and professional personnel. Each company's future is directly affected by the caliber of employees who are currently being engaged and trained for positions of management or professional responsibility tomorrow. Most large corporations now have specialized placement and recruiting divisions which make regular visits to colleges and universities throughout the country in search of potential management and professional personnel.

The very creation and formalization of such activities by industry reflect the growing belief that it pays to engage young men and then systematically train and promote them from within. An increasing proportion of every graduating class is now being engaged before graduation. Sooner or later every firm which needs promising young college men will realize that in *normal times* it will have to

send a representative to the colleges to "sell the company."

Current Shortage of Graduates

We say *normal times* advisedly. During periods of *subnormal* business activity, the demand for college graduates naturally tapers off. At the present writing, it seems almost certain that the supply of college graduates will be short of demand for several years. The deficit of technical graduates is particularly pronounced. The Journal of Engineering Education for September, 1946, reported the following annual shortage of engineers alone:

| <i>Year</i> | <i>Deficit</i> |
|-------------|----------------|
| 1946 | 25,500 |
| 1947 | 35,270 |
| 1948 | 37,220 |
| 1949 | 37,805 |
| 1950 | 21,325 |
| 1951 | 12,260 |
| 1952 | 140 (surplus) |

In a survey by Professor Frank S. Endicott, director of placement at Northwestern University, 72 companies supplied information making possible a comparison of college graduates employed in 1940 as against their need for such personnel in 1947. These 72 companies reported a 1947 need for 4,280 graduates, as compared with 2,780 engaged in 1940,

(Condensed from the May, 1947, issue,
"Personnel," published by the American
Management Association)

an increase of 54 per cent. The plans of 107 companies call for employment this year of 5,913 college graduates, or an average of 55 graduates per company.

If considerations such as the foregoing indicate clearly the need for a program to recruit and train college men, we turn to the questions of what kind of program and how many men should be engaged. Time, effort, and real planning are required. The idea of "taking on a few promising young men" to "get some young blood into the company" may well prove a transfusion injurious to patient and donor alike.

The study of literature, plans, and methods used by other concerns is well worth while. Of special value are frank discussions with representatives of other companies as to the features of their plans which are most or least successful.

Number to be Engaged

Study of past turnover reports will yield average separation rates for college graduates, subdivided into terminations, discharges, deaths, retirements, and transfers. These statistics may then be presented to a top management planning group and discussed in terms of the outlook during the next five to ten years. An over-all forecast by the top management committee can then be communicated to individual plant managers and department heads. There is considerable value in making such estimates and authorizations for a three or even five-year period.

Authority to Hire

It simplifies matters to authorize a recruiter or other representative to offer employment directly to a qualified applicant at the time of interview or shortly thereafter. Companies which have delegated this authority to the recruiter, however, must obviously support his commitments in every respect. After the applicant's acceptance, the recruiter proceeds

to make arrangements with a plant manager or corporation department head to place the new employee under direct supervision.

It is noteworthy, however, that some organizations formerly following this practice have abandoned it for an arrangement whereby the recruiter's main functions are those of screening, referral, and the making of appointments between the applicant and the executive in whose department there is a suitable opening. This latter policy is gaining in favor and, as a rule, should be recommended in every instance.

Relations with Colleges and Universities

There is obvious advantage in having recruiting activities handled by a single division or several people whose names will become well known at colleges and universities. Placement directors and faculty members come to identify the company with those individuals and in time will volunteer helpful information to their students about employment opportunities in that company. Recommendations may even be extended to the recruiter concerning older alumni who are seeking new connections.

It may sometimes be desirable to have the recruiter accompanied by one or two men who are particularly interested in interviewing candidates with specific interests in connection with current openings in their own departments or plants. The regular staff recruiters are often accompanied by a plant personnel manager or representative from the research department. Generally the recruiter will interview all candidates first, referring to the other company representative for more detailed interviews only those in whom he knows his associate will be interested.

Advance Information: Complete information along the following lines should be submitted to the college placement director at least one month in advance:

- (a) Dates desired for visit

- (b) Number of recruiters who will be present
- (c) Approximate number of men desired on schedule
- (d) Length of time desired for each interview
- (e) Objective data requested for each student (such as courses, grades, scholastic average, faculty rating, and so forth)
- (f) Names of faculty members desired to meet
- (g) Times of arrival and departure

The following additional information should be furnished at least two weeks in advance of the recruiter's visit:

- (a) Company literature
- (b) Application forms
- (c) Descriptions of positions open

Let us now examine in greater detail some of these items:

Description of Positions Open: Complete details are most helpful here. Information should include type of degree required, experience if any, length and nature of preliminary training, duties, location, promotional possibilities, and starting salary. One company uses a special form for this purpose. As soon as a vacancy occurs, this form is filled out and circulated within that company in accordance with a system for promotion-from-within. If no suitable employees are found within the organization, this form is then distributed to all colleges, universities, associations, and other sources to whom the company customarily turns for assistance in finding new employees. As soon as the position has been filled, prompt notification is dispatched to all sources that received the original memorandum. At periodic intervals a summary listing is distributed to all sources, providing condensed descriptions of all positions still open.

Application Forms: If the employer desires his application form to be completed in advance of interview, it is of course necessary to mail a sufficient supply of blanks to the placement director. Some universities have their own forms on which students may outline their qualifications, but few placement directors object to having students fill out the employer's forms. If the application form is well designed and provides for complete information, there is considerable advantage in having it filled out prior to the visit. Much time which might otherwise have to be devoted to obtaining the student's history and qualifications may thereby be conserved and used to better purpose.

Every application form should provide space for statement of geographic limitations, salary and starting date desired, and exact types of positions which the applicant is seeking. If the application form is not well designed (and many are not!), it may not be advisable to use it prior to the interview. Many applicants are quick to resent forms which are too lengthy, too brief, or poorly constructed.

Company Literature: Of considerable assistance to recruiter and student alike are company booklets describing the industry, manufacturing processes, company history, training programs, and company benefits. Booklets expressly designed for this purpose have long been used by such organizations as Bethlehem Steel and General Electric. Distribution to students for study in advance of their interviews enables every student to discuss employment more intelligently in terms of the particular company's problems and enables the recruiter to spend more time learning about the student's own interests. The average interview lasts only about 20 minutes, so it is desirable that as much time as possible be saved for specific rather than general discussion. The company booklet is to the stu-

dent what the application form is to the recruiter.

Faculty Members: Whether faculty opinion concerning a student be expressed verbally or in writing to the recruiter, he may usually place reliance upon the appraisal. Such appraisals are almost always accurate with respect to personal characteristics and technical ability but may occasionally err with respect to most suitable field for future work. There is a tendency among some faculty members to rate rather severely on technical ability and somewhat easily on personal characteristics. A number of universities have composite rating sheets which report independent ratings by three or four faculty members. Most universities make a practice of having one or two faculty members present at lunch time who can answer the recruiter's questions about men whom he has seen in the morning or will interview in the afternoon.

Faculty members, in turn, will have questions to put to the interviewer. Such questions may be aimed at general information about the company or trends and developments in the industry. The recruiter should obviously be well informed on such topics and freely impart information which is not considered confidential. Answers to technical questions should be avoided unless the recruiter is positive he knows exactly what he is talking about. Some college professors take sly delight in detecting and pricking holes in fanciful bubbles stemming from bombast rather than fact. The recruiter is not expected to be a part-time research director on the one hand or the president's confidential assistant on the other, but there will be many areas in which the recruiter can furnish helpful information or material. Such material may include photographs of plants and equipment, flow charts, exhibits of raw materials, semi-finished goods and finished goods. Some faculty members seek interesting case studies

in research or business administration and will welcome correspondence or literature of that nature. Some concerns furnish as much current information as they can to certain faculty members who have been particularly interested in their industry's problems. Such companies often maintain a university mailing list and regularly distribute through their public relations department such material as company periodicals, special reports, and films.

These companies have benefited by closer contact with individual faculty members and constantly strive to improve relations with those educators who determine in large measure the technical competence of their future employees. Many faculty members have had industrial experience and possess a surprising amount of practical knowledge concerning specific processes and problems. Such men could hold responsible, and probably better-paid positions in industry but choose instead to teach because they feel they have a mission to accomplish. Industry should recognize their contributions and help them in every way possible to keep abreast of current trends and developments.

Number of Men to be Interviewed: The recruiter can exercise but partial control over this factor. The type of men he wishes to see, the number available, and the number interested will be determining factors. It must also be remembered that a certain obligation is owed the university for the privilege of interviewing students. The placement director may be in the position of having to include on some companies' schedules men in whom he knows the companies would not be interested. He cannot very well refuse a student permission to see a company representative, particularly if the students has expressed interest well in advance of the recruiter's visit. - State-sponsored institutions are particularly sensitive on this subject. In any event, the placement

director is not so much concerned about placement of the top quarter or second quarter of the senior class; his main concern is with members in the lower half of the class, and he may resent an attempt by any company to interview only men on a high level of scholastic attainment. It is best not to ask for any special favors of this nature. The most popular recruiters will meet and talk with each student, no matter how unfavorable his record or appearance may be, in a frank, gracious manner which shows sincere appreciation of that student's interest in the company. There is opportunity here for a fine industrial public relations job.

To conclude this point, it is seldom that recruiters have cause to complain of lack of volume. A 20-minute interview for each student will permit a total schedule of more than 20 students a day. This is quite enough for the average interviewer, and he knows when it is over that he has put in a full day's work. Occasionally it will be necessary to interview 30 or more candidates in one day. (The writer well remembers being confronted at one university with a schedule of 53 men in a single day.) Obviously the length of each interview must be sharply curtailed in such cases. It is far better, however, to take two or even three days than to attempt to rush through a big schedule in one day.

The Recruiter and the Interview

There is no one way to interview. Interviewing technique depends to a considerable extent upon the age and attributes of the interviewer himself. There is no noticeable tendency on the part of industry to seek any particular type of personality or background as ideal for recruiting. Few recruiters, however, resemble popular conceptions of high-powered salesmen, public relations, or "front" men. But the majority of them are quite self-assured and possess more than average amount of social and cultural maturity. It is

important that they like people and that people like them. It is obvious that the caliber of the man selected as a recruiter will have a direct bearing upon the quality of college graduates he can attract to his company.

In age, recruiters range anywhere from 25 to 65, with the majority probably in the age group 30 to 40. With few exceptions, they are all college graduates; professional graduates are probably in the minority, even those who recruit professional men. The superiors to whom they report are generally either top industrial relations men or chief executives, such as presidents, vice presidents, or assistants to the president.

The advantages of a planned interview cannot be too firmly stressed. There is no time for a long, rambling conversational piece. There are definite facts and opinions the recruiter must seek to determine in the short space of time allotted to each man. The techniques of skillful interviewing should be studied and learned well by every recruiter, for within the few minutes he has with each man he must accomplish the following:

- (a) Put the applicant at ease
- (b) Establish a friendly but impersonal atmosphere
- (c) Secure essential facts regarding the applicant's qualifications
- (d) Ascertain the applicant's interests and problems

Personality } Intelligence } Testing Aptitude }

KATHARINE F. HERRMANN, A.B., M.A.
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- (e) Explain employment possibilities in terms of the applicant's interests
- (f) "Sell" the company
- (g) State details regarding further interviews, applications, or correspondence

The reader's thoughts may have lingered questioningly on the phrase "Sell the company." Let us add "Do not oversell!" Most college students pride themselves on their ability to discern "propaganda"; they will distrust a too glowing account of an industrial Utopia in which every college graduate has only to hang up his diploma, work faithfully for 10 years, and then be given the vice presidency or plant managership. The college senior today asks not whether he will have his own private office but what are the company's policies on training, promotion, and merit increases. He asks not what his title or authority will be, but what are the company's plans for expansion, what percentage of the total sales market does its products now enjoy.

Though the recruiter may lack authority to hire, he has a considerable responsibility both to his company and to the students he interviews. In his desire to "get a good man," he may ignore the candidate's own special interests and abort them by influencing the student to accept a specific position he is trying to fill. So we repeat: do not oversell. It is far better to discuss the company's programs and job openings in a straightforward manner than to assure the applicant that everything is going to operate in most direct fashion for his own unremitting special benefit. Let the applicant be the judge of whether the openings fit his particular objectives.

Although it is preferable to let the student do as much talking as possible—we learn nothing while we are talking ourselves—in some interviews the applicant will constantly throw the burden of conversation back to the recruiter. The latter also often gets the impression that such applicants are not genuinely interested in his company but just came

to see him and hear him talk. Surprisingly enough, this is sometimes the case. Some placement directors actually do advise their seniors to have a few "practice interviews" before tackling the representative of the company in which they are really interested. Here the recruiter will find a philosophical attitude quite an asset.

Nevertheless he can render a real service in such instances and, indeed, in most of his interviews. Applicants greatly appreciate hearing recruiters explain industrial organization and describing specific occupational duties and functions. There is much loose occupational terminology in industry and university alike. Such titles as "application engineer," "project engineer," "development engineer," "designer," "technical service representative," "sales engineer," and "industrial engineer" are bandied about with too little definition or understanding. Little real vocational guidance or counseling is furnished in our universities. Students pick up what they can in conversations with their professors, friends, and families but there is insufficient expert assistance available to them. The majority of students may have tentative ideas as to which of the major fields they desire to enter, but by and large they possess only the vaguest notions of the specific positions they wish to make their objectives. In fact, it is not unusual for the student to inform the recruiter that he is interested in "research or sales," or that he would consider either "development or general administration."

Though the recruiter should studiously refrain from counseling, in many cases it is difficult to do so. It is quite in order, however, to explain the duties of certain positions or the functions of various specialized divisions *in his own company*. As students listen to successive recruiters describe functions in their own concerns, they gradually acquire a better understanding of industrial organiza-

tion and the functions for which they themselves are best suited.

Courtesy

One final word with respect to recruiting: Business ethics and courtesy are just as important in this field as in any other business activity. It does not pay to sharpshoot against competitors, to talk down any other company in which an applicant may be interested, or to make remarks in public about the weakness of certain colleges or universities. Letters of appreciation to placement directors or faculty members are just as much in order as a thank-you letter to any other host who has entertained you for one or two days. And, although extensive stenographic services may be required, *always* answer all letters, inquiries, and applications as promptly and courteously as possible.

Training

The types of training program designed for recent college graduates range anywhere from a one-day plant tour to a two, three, or even five-year plan. Each quite naturally reflects the particular conditions of the industry, the organization of the company, and the individuality and objectives of top management.

It must be recognized that any adequate training program is costly—in money, time, and effort. The latter two considerations may be proportionately more costly to management than the salary paid the trainee during the non-productive phase of his training. But, assuming that a reasonably well-balanced program is designed, the likelihood is that the training will in the long run be less costly to the company than no program at all. It is of little avail to recruit a group of young Phi Beta Kappas or Tau Beta Psi as future executive material and then leave it up to each man to work out his own salvation and progress within the company. Such thinking only breeds internal dissension, disillusionment,

and a high turnover rate among graduates. Belief in the law of survival of the fittest or the theory that "a good man always gets to the top" may indeed have not deterred many of our present-day executives in their rise to the top, but present-day college graduates have been led to believe that under scientific management key personnel and an efficient organization can be more readily developed by planned training and job progression. The college graduate's final decision regarding acceptance of an employment offer is materially affected by the types of training programs offered by companies competing for his services.

Generally speaking, the recent college graduate wants a good training program. He hopes that it will not be too long, and he fervently hopes that it will not be overly academic. He regards the best program as one which will give him initially the broad background of the industry, company, process, and organization, and will then be followed by intensive, practical, on-the-job instruction. He desires to start making a name for himself as soon as possible, but he has a rather healthy, even if temporary, respect for what he does not know about the world of business. He would like his company to help orient him in that new world before he handles assignments in which he might betray his ignorance of the rules of the game.

Current Training Methods

Present methods for training college graduates may be classified roughly as follows:

(a) *On-the-job*

(Concentration on the specific considerations of home department and actual techniques needed in initial assignments)

(b) *General Induction and Orientation*

(Explanation of processes and organization, observation tours and/or visits

of varied duration in major units or departments)

(c) *Classroom*

(Lectures, assigned reading, reports, tests)

(d) *Job Rotation or Progression*

(Succession of job assignments according to predetermined plan. Designed to give trainee first-hand knowledge of different phases of company operations. Depends on ability to construct certain jobs in such fashion as to permit high turnover of incumbents without disrupting departmental functions)

Many programs employ combinations of two, three, or all of the above methods. Each method has its own particular merits; there is considerable advantage in employing as many of these methods as practicable in order to sustain interest. It is obviously important, however, to keep constantly in mind that training is only a means to an end, not an end in itself. The basic objectives of most programs generally include: (1) adequate working knowledge of the company; (2) preparation for specific responsibility; and (3) generation of a high degree of morale.

Each item in the program should be subjected to the test of whether or not it is essential to attainment of the program's objectives. This point leads directly to several considerations applicable to training in general.

Detailed Written Outline

The importance of a detailed written outline cannot be overstressed. Such an outline indicates rather accurately the total time required and insures that important items will not be overlooked. By focusing attention on "What, Where, When, Why, Who, and How" the outline will help prevent aimless wandering and uncertainty as to responsibility. Preparation of the outline is a major task in itself, requiring considerable thought and

time in collaboration between the staff training specialist and line executives.

Duration of Training Period

The duration of the formal phase of the program can be determined only by the program's objectives and the length of time which the line and staff organization can spare from other duties. Certain dangers exist in having too short a program on the one hand or too long a one on the other. A short program may be too superficial to be productive of worthwhile results. It may actually be a disservice to both the trainee and the company if it creates a false assumption that the former is "trained" or prepared to do or know something which lack of adequate time, association, and participation may have rendered impossible. The trainee's morale may be lowered by what he considers a superficial gesture to "do something for him."

During a long, intensive program, however, it becomes increasingly difficult to maintain interest and enthusiasm. Impatience or listlessness may become apparent. These attitudes are also often the sign of too much classroom-type training, such as lectures, assigned reading and written reports, or lack of sufficient contact with actual operations and line personnel.

Association with Line Executives

However able the staff training supervisor may be, the trainee unconsciously still regards him as a teacher and sort of St. Peter with whom he has to reckon before completely effecting the transition between academic and industrial worlds. The trainee desires, without offending the training man, to have as much contact as possible with line executives, particularly those under whom he believes he would like to work. This is natural, and every effort should be made to bring trainees into frequent contact with such men. As much training as possible—particularly in on-the-job techniques and explanations of process—

should be conducted by production department heads. The same is true with respect to service functions: the subject of quality control should be handled by the Inspection Department or Control Laboratory; production control should be explained by the Planning Department or Production Control Department, etc.

In companies which provide several weeks' experience in each department, an opportunity is usually afforded the trainee to become acquainted with members of the supervisory force. It is often the practice for department heads and trainees alike to indicate at the conclusion of the training period their respective preferences as to permanent assignments. The personnel manager or plant manager generally gives final approval to permanent assignments.

The foregoing is not intended to detract from the importance or responsibility of the training supervisor. On him must fall the major burden of all staff work: planning, scheduling, tours, introductions, reports, and so forth. If the training program involves general orientation and rotation, it is imperative that such work be handled by a training specialist or some other staff man who can devote to it the necessary time. As a rule, the line organization itself cannot delegate a full-time person to handle the over-all planning and daily administrative details connected with training.

An Investment in the Future

To conceive of training programs for college graduates as but external exhibitions of progressive management, like Christmas ornaments to be produced once a year for a brief showing, is expensive public relations and may give rise to accusations of misrepresentation. Companies that really believe in training recognize that it must be a continuous process throughout each man's career. Often this latter aspect of training is termed "development"—the primary difference between the two terms being that "development" refers to specific needs of the individual, whereas "training" may refer to general needs of the group.

The college graduate desires assurance that active interest and assistance in his development will not terminate at the conclusion of the formal training program. Some companies can today provide that assurance—through merit rating, procedures for promotion-from-within, planned job progression, aid in self-education, and programs designed to develop junior and senior executives. Such companies do more than just *state* that their employees are their most important assets—they are actually *doing* something about it. They have recognized that tomorrow's profit-and-loss statement may depend in large measure on today's investment in the leaders of tomorrow.

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MANAGEMENT AND THE NEGRO EMPLOYEE

ELAINE POLLARD, *Research Assistant* and FRANK S. LOESCHER, *Placement Secretary*,
American Friends Service Committee, Philadelphia, Pa.



FRANK S. LOESCHER

Miss Pollard received her A.B. and A.M. degrees from Fisk University, and as a Rosenwald Fellow, studied at the University of Minnesota.

She taught secondary school and college students before becoming a Personnel Counselor and Interviewer at Bell Aircraft Corp., Niagara Falls, and Buffalo, New York.

Following this she spent two years in Europe with the American Red Cross Club and Recreation Unit.

Before taking his present post, Dr. Loescher was, for three summers, associated with the American Friends Service Committee Work Camps. He took his undergraduate and graduate work at the University of Pennsylvania. As Special Fellow and Visiting Lecturer, he did research at Fisk University for his doctoral dissertation, "The Protestant Church and the Negro." He has taught in secondary schools and colleges and published numerous articles in his field.



ELAINE POLLARD

AMERICAN Management, 1947, is aware of trends in modern business toward the elimination of discrimination against members of the minority groups. Many employers are fully cognizant of the necessity of giving Negroes, Catholics, Jews, Niseis and Mexicans equal employment opportunities, not solely for altruistic, humanitarian motives, but for a sound business economy.

One does not require extraordinary insight to realize that the economy of minority groups cannot be a separate entity but is and must be an integral part of a completely interdependent and interrelated economic whole. Nor does one need the foresight of an astute business man to know that good public relations involve a sincere belief and practice of Democratic ideals. Nevertheless, numerous executives have not passed the theoretical stage. One of the difficulties in getting on a sound, practical basis seems to result from a necessity for guidance in initial procedures.

The Placement Service

Since September, 1945, the Placement Service of the American Friends Service Commit-

tee, Philadelphia, has had the time, the resources and the interest to find techniques which should prove valuable and effective in aiding the integration and upgradation of members of the minorities, and perhaps particularly of the Negro minority. The Service is primarily interested in providing opportunities of employment in fields not traditionally open to Negroes; it is also pledged, however, to aid members of other minority groups where there are no agencies to provide similar service. A vital aspect of its program is interpreting to presidents and personnel directors in banks, insurance companies, department stores, industries, colleges and hospitals the practicality of referring and employing workers on merit. In directing its efforts toward these objectives, then, the Placement Service has culled much valuable and practical data which may be shared with organizations and individuals.

Employment on Merit

Valuable data have been gained from organizations which already have employed Negroes in clerical, technical and professional

positions. Such data comes from aircraft companies, banks and insurance companies, department stores and a hundred other types of organizations during the last decade. In a number of instances the World War II emergency was the initiating factor. In other instances Negroes had been employed and integrated in small numbers before the war but were employed in large numbers when more attention focused on successful integration because of the President's Committee on Fair Employment Practices which reaffirmed "the policy of the United States that there be no discrimination in the employment of workers in defense industries or Government because of race, creed, color or national origin."

An Aircraft Corporation

At Bell Aircraft Corporation, Niagara Falls and Buffalo, New York, Negroes were not employed before the war. In these plants top management declared its intent to hire qualified people in accordance with the President's Fair Employment Practice demands. The labor market was acutely short of prospective employees. Pressure came from the top; management had contracts to fill, deadlines to meet; people must be found to do the job; people were found and among them white women and Negro men and women. When the first Negro inspector was employed, the department in which she was to work was notified, and a flurry of excitement over the



WORKERS IN A COOPERATIVE CHECK AND PLACE MERCHANDISE



OFFICE WORK REQUIRES ACCURACY AND EFFICIENCY

non-white employee resulted in the threat of one worker to leave his job rather than work with Negroes. Supervision allowed him to go without the blink of an eye. The employee went through the formal procedure of separating from the company, but in a few weeks returned. He not only returned but worked with the Negro so closely that they became good friends. Management had stood firm in its policy after its adoption; a well qualified, personable Negro employee had assisted the company in initiating good race relations. Bell Aircraft Corporation has continued to employ Negroes on the basis of merit. Naturally enough at Bell, as in all organizations, difficulties arise between Irish-Americans and Polish-Americans, between Italian-Americans and Jewish-Americans, between American-Americans and American-Americans; these are adjusted as such problems must be and the pattern of treatment follows through to the solution of difficulties between white Americans and colored Americans. It is found that

they are all people with the same emotions, needs and types of interests.

An Insurance Company

A number of commercial institutions in New York—banks, insurance companies, department stores—have been studied recently to ascertain their experience in employing members of minority groups. Metropolitan Life Insurance Company, the largest corporation in the world, began hiring Negroes in the Spring of 1945 shortly before the Governor signed the New York State law against discrimination. Today Negroes are already working in almost all of the divisions of the New York office which employs 15,000 people. At Metropolitan as in other New York City firms Negro employees eat in the company dining room, use common washroom facilities and lockers and participate as their interests dictate in group leisure activities.

Department Stores

Department stores and small shops in Massachusetts, New Jersey, Pennsylvania, New York have had outstanding success in the integration of Negro clerical and sales people. Employees and customers in letters and verbal statements have endorsed fair employment practices. In Boston, Gilchrist's and Filene's in the midtown area have had excellent results in their policy of hiring on a merit basis. A number of medium-sized exclusive shops in the Cambridge and Back Bay sections of Boston have hired Negro sales girls, notably: Harvard Cooperative Society, Harvard Bazaar and Cocoran's. In New Jersey, Newark has led the way in integrating Negro and white employees at Bamberger's and Michael's. In Pennsylvania this trend is rapidly becoming more evident. In Pittsburgh several major department stores, in response to public opinion, have signed an agreement pledging non-discriminatory practices. Three of the city's five major department stores have selected

five Negroes to work in their sales departments. In Philadelphia a number of retail stores have employed colored workers. Outstanding developments have been Gimbel's and Stern's upgrading of Negro women to sales and clerical positions. In New York City a large number of department stores have employed Negroes in many capacities; among them are Macy's, Lane Bryant's, Lord and Taylor's, Alexander's (Uptown), Bloomingdale's, Franklin Simon's, Russek's, Ivel's (Furrier), B. Altman's, Wanamaker's, McCreery's and Sach's Furniture Company. At Macy's, for example, there have been Negro men and women in clerical positions for years. At present there are at least 25 Negro salespeople. The customers and employees take this democratic practice for granted. No "problems" have arisen. There is no segregation.

Business, then, as well as industry has found that the Negro is a human factor, not unlike the other human factors with which it deals daily and that the employment of Ne-

groes and their successful integration is chiefly a matter of making the initial steps. These seem to be, simply stated without elaboration or complicated psychological and sociological analyses:

1. Firm management attitude and working policy on the employment and integration of Negroes.
2. Careful selection of well qualified Negroes for positions where they may serve as keys and wedges for opening employment to this minority group.

American Management, 1947, is a practical, realistic force. It does not accept theories without factual bases. Educators, social workers, many union executives have taken positive action in sincere efforts to facilitate the integration of Negro workers. Now, Management, in its new awareness of workable procedures for the elimination of discrimination against minority groups, is joining those Americans who are making democratic ideals reality.

ATTENTION BUSINESS AND EDUCATIONAL MEMBERS

Job Opportunity Announcements

The Central Bureau of Job Opportunities, appearing for the first time in this issue, underscores the important advantages of giving wide advance publicity to career opportunities in **BUSINESS** and **INDUSTRY**.

Conversely, prospective employers desire statements from **COLLEGES** and **UNIVERSITIES** concerning technically and commercially trained seniors soon to be available.

The Association is in a fortunate position with respect to advertising space and extends a cordial invitation to its members to reserve space now for recruiting announcements and college statements in the December, March and May numbers of **SCHOOL AND COLLEGE PLACEMENT**.

WRITE TODAY FOR A RATE CARD

ARE YOU CONSIDERING A CAREER IN MUSIC?



MURIEL KERR, Concert Pianist and Professor of Music,
Juillard School of Music, New York, N. Y.

Miss Kerr has firmly established herself as one of the leading pianists of the day. The career of this young artist has been pronounced unanimously by the critics as one of the highest artistic achievement and rising distinction.

Born in Regina, Canada, she was brought to New York at the age of eleven, where she has since made her home. Her debut was an auspicious one at seventeen when she appeared as soloist with an orchestra in New York.

This young pianist has piled up a substantial list of impressive engagements both in the recital field and as soloist with many major symphony orchestras.

Miss Kerr has been on the faculty of Music at the Juillard School of Music for the past six years.

BECAUSE the problems facing those who desire careers in music are becoming increasingly complex, a serious study of the question is timely. Many a lively symposium will be necessary if a thorough job is to be done, but any discussion, however incomplete, is better than evasion of the uncomfortable facts of our musical life.

To begin with prerequisites: The first is talent, for without this other necessary qualities become relatively meaningless. Perhaps many will regard this statement as too obvious to be interesting, but there is ample evidence to prove that too little attention is given to the evaluation of a student's talent before he is permitted to enter or continue professional study leading to a degree or diploma. While it may often be difficult to determine the extent and quality of a beginner's talent, certainly the lack of it is apparent to any qualified musician.

Every experienced teacher encounters regularly the ungifted students who have been encouraged "to go into" music after high school graduation. Such advice is understandable in some small communities where teaching standards may be low, but, unfortunately, this fallacy in education is too often perpetuated where it should be stopped—in colleges and professional schools, even in those of the highest standing.

For this type of student music should be an avocational or cultural pursuit only, and, as such, to be fostered. But encouragement of the amateur in professional schools result inevitably in a tailoring of standards to fit an average far below that which we should demand in a country filled with good talent and not without its share of exceptional talent. It is time for us to realize that the training of untalented people for the profession is, at best, mistaken kindness to them. The unfairness to the talented student is obvious. Every year we turn out hundreds of graduates, good and bad alike, all holding the same degree or diploma.

In the teaching field there is a dangerous tendency to honor the degree rather than the actual accomplishment of its holder. If every applicant for an instrumental teaching position were required to play a full recital before being engaged, the results might be interesting and, I am afraid, disastrous for many a contender.

On the question of the qualities needed to support talent opinion may vary. My own vote would be in favor of intelligence (general and musical), character, and vitality. To these qualities one might add a lively interest in people and the world in general, since the ivory tower is a thing of the past. Today's artist is required to have common sense and

some ability to manage his affairs in a highly complicated society.

Development of Talent

Talent won't "just grow." The work of development is hard, the need for self-discipline enormous. Without the personal qualities suggested above, many promising students have failed. They do not develop sufficient concentration of purpose and work, and in some cases are indulging themselves in something pleasurable and possibly useful eventually, they think, in finding a job, perhaps even fame and fortune! This type of student is not for the profession. Let us look for those who can accept the notion of high ideals, endless work, and constant mental, emotional, and physical strain.

If a sincere and determined effort were made to exert the utmost care in the selection of students for professional training, many problems of "opportunity" would be solved automatically. Since it has been requested, however, I should like to outline briefly a few of the persistent difficulties to be found in various professional fields.

1. The concert field: This is placed first, because it is the acknowledged or secret ambition of the majority of our students. Despite the fact that the concert business is in the "million dollar" class, opportunities are limited indeed. One reason for this condition is concentration of the business in the offices of two large corporations. They, plus the handful of effective independent managements, cannot possibly handle the number of people who aspire to concert careers. Reams could be written about this condition, but the present managerial set-up is a strong tree, and hacking away at its upper branches will, in my opinion, do little good. Let us not forget that this tree is rooted in public acceptance (not surprising, since the public knows little of

such matters) and in the apathy and unenlightenment of musicians themselves.

Gaining a solid footing in the commercial concert field has always been a precarious business, and today, with the extreme competition and over-supply of aspirants, the chances for all but a few are nil. It would be interesting to scan newspapers and trade magazines of the past ten years, list the hundreds of artists who received favorable reviews during that period, and then check these names against current management lists. It should be pointed out here that a large percentage of artists appearing in New York today are without *regular* management and have little chance of getting it.

Why have our youngsters no idea of the requirements and chances for this kind of career? Since parents and friends seldom give objective advice, it is the teachers' job to inform wisely the next generation of musicians and to help eradicate the silly notion that a "big-time" concert career is the only important achievement in music.

All musicians want to play and should have opportunities to do so. But we must build up and *honor* music which is produced locally. Each year many cities send fine talent to New York to study, but then what? Our gifted young artists don't want to go home or any place like it, because they fear that stagnation awaits them. Decentralization is the only

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answer to the problem; the more important centers we have the better. New York has too much power in the concert field, a condition bad for music, bad for the public, and desperately bad for musicians.

Good Accompanists Needed

2. Accompanying: This is a good field and should not be regarded as an escape from failure elsewhere. A gifted accompanist is a *rara avis*—instrumentalists and singers tear their hair when they are obliged to look for one. The basic qualifications are: first-rate pianistic equipment (just try to keep up with a Heifetz!), solid musicianship, sight-reading and transposing ability, an instinct for and experience in ensemble, wide knowledge of instrumental or song literature, and an agreeable, even-tempered disposition. Clearly, accompanying is not a job for differs.

3. Radio: There is relatively little regular employment in this field, especially for pianists. The New York station employing the largest number of orchestral musicians has only one or two pianists on the staff. In fact, in view of the size of the industry, there are surprisingly few musicians of any type directly engaged by radio stations. Because of the network system most programs originate in New York, Chicago, and Los Angeles, and records and transcriptions (also made in these cities) make it possible for local stations to get along with a paucity of musical employees. Advertising agencies control sponsored programs and for serious music engage mostly "big-name" artists.

4. Teaching:

a. Public schools: This field has far-reaching possibilities, and the achievements of its outstanding workers (for example, James Robertson of Springfield, Missouri, who is building a fine civic orchestra as a result of the enthusiasm aroused by his work in the

public schools) cause one to regret that so few fine students are interested in it. The reasons are too numerous and involved to discuss briefly; however, here, again, there is need for people of the highest musical and personal qualifications.

b. Colleges and conservatories: Placement bureau heads inform me that the *best* teaching positions are the most difficult to fill because of two basic problems: the teaching schedules and non-musical demands are too heavy to allow for necessary practice and self-development, and performing opportunities are too limited. Another stumbling-block is the refusal of many colleges to engage a teacher without a degree. Most of our finest instrumentalists do not possess degrees. As students they avoid degree courses, overweighted, as they are, with academic classroom work which precludes necessary practice, broadening of repertoire, knowledge of the specific literature for the instrument, and a casual acquaintance, at least, with the whole range of musical literature. Certainly something can be done about degree courses, but until it is done, our best students will continue, if possible, to avoid them.

The solution of these serious problems lies (again!) in the hands of educators, administrators, and teachers. Some schools have already acted. One talented young pianist recently signed a college contract calling for a reasonable number of teaching hours plus additional hours which she is required to devote to practice and rehearsals for a concert series.

With more of this kind of vision we can expect proper distribution of our fine musicians, the steady growth of music centers throughout the country, and the dazzling possibilities of exchange between them. It is my sincere conviction that this, and only this, is the road to real careers in music today.



MOST LIKELY TO SUCCEED

It's strictly a relative matter.

If, instead of individuals, we were comparing groups, the designation "Most likely to succeed" would go to your young people—the ones who will start out with a big educational advantage in this tough, competitive world.

But even among them there are some who stand out. And they are the men and women we would like to meet—like to know; and we'd like them to know us.

And if, after we become acquainted, we extend an invitation to join us after graduation, we do so with this sincere promise—

*"You will be given every opportunity, help and encouragement
to make the predictions of success, realities."*

THE PRUDENTIAL

AMERICAN LIFE INSURANCE COMPANY



**INSURANCE COMPANY
OF AMERICA**

NEW YORK HARTFORD, CT.



*"To help a man to
help himself
is the wisest effort
of human love."*

Russell H. Conwell

● Believing, as our Founder did, that there can be no individual achievement without individual effort, Temple University makes *guided self-help* a part of every curriculum. The initiative and self-reliance of Temple University graduates attest the wisdom of this practice.

TEMPLE
UNIVERSITY

PHILADELPHIA

CRITERIA FOR EVALUATING PLACEMENT SERVICES AND FOLLOW-UP PRACTICES IN COLLEGES AND UNIVERSITIES

C. O. WILLIAMS, *Director of Education Placement, The Pennsylvania State College, State College, Pennsylvania*

Before assuming his present responsibilities, Mr. Kloss was instructor of commercial subjects and director of public relations, Sharon High School, Sharon, Pennsylvania, and instructor in business correspondence for the American Institute of Banking in the same town. He also served as head of the commercial department and auditor of the central treasury system, Kane High School, Kane, Pennsylvania. In addition to this he conducted a cooperative retail training program in conjunction with the local merchants.

Mr. Kloss is Editor of the PENNSYLVANIA BUSINESS EDUCATION ASSOCIATION NEWS and author of "A College Placement Service," published in THE BUSINESS EDUCATION WORLD, September, 1947; "And Gladly Teach," published in TRI-STATE BUSINESS EDUCATOR, October, 1944.

A graduate of Westminster College, New Wilmington, Pennsylvania, Mr. Kloss earned his M.Ed. at the University of Pittsburgh, where he is now a Doctoral Candidate. He is a member of the Pittsburgh Personnel Association and Delta Pi Epsilon, Honorary Business Education Fraternity.

ALTON G. KLOSS, *Director of Placement, Thiel College, Greenville, Pennsylvania*

Born in Russellville, Missouri, Dr. Williams served as Superintendent of Schools, Tipton, Missouri, and High School Principal at Boonville and Jefferson City, Missouri. He was Assistant Director of Teacher Education and Certification, State Department of Public Instruction, Harrisburg, Pennsylvania, from 1938-1940.

Dr. Williams gained further experience as Visiting Professor of Education at both the University of Miami and the University of Missouri.

He received his B.S. from State Teachers College, Warrenburg, Missouri; his M.A. from the Teachers College, Columbia University, and his Ed.D. from New York University. His dissertation, "Education in a Democracy," is an introductory text book in Education.

Among his numerous affiliations, Dr. Williams is a member of Phi Delta Kappa and is Area Coordinator for the Alpha Tau Chapter. For a time he served as Editor of LAMPADION, the official magazine, and National Secretary of Phi Sigma Pi.

HOW does your institution measure up as to its placement and followup practices when the criteria listed below are used as standards? Many colleges and universities in Pennsylvania, that are engaged in teacher education will, in the near future, have the opportunity to submit their facilities and services to an evaluation based on these criteria. But first, perhaps, a few words of explanation as to how and why these standards were developed would be in order.

In the fall of 1946 a Commission on Evaluating Teacher Education in Pennsylvania was organized as a joint project of The Cooperative Commission on Teacher Education in Pennsylvania and The Association of Liberal Arts Colleges of Pennsylvania for The Advancement of Teaching. The purpose was the

development of criteria by which institutions engaged in teacher education in the State could be evaluated. Twelve committees were appointed under the leadership of Dr. J. S. Butterweck, Teachers College, Temple University.

This article presents the work that has been done to date by the Committee on Placement and Follow-Up.¹ It is hoped that the pioneering thought and study of this committee will serve as a guiding ideal for placement officers

- (1). Members of the Committee were:
C. O. Williams, Chairman, The Pennsylvania State College, State College, Pennsylvania
Alton G. Kloss, Secretary, Thiel College, Greenville, Pennsylvania
Thomas M. Gilland, State Teachers College, California, Pennsylvania
George A. Harcar, Duquesne University, Pittsburgh, Pennsylvania
George Hofman, University of Pittsburgh, Pittsburgh, Pennsylvania
L. H. Wagenhorst, State Teachers College, Slippery Rock, Pennsylvania

as they continue to expand and refine the placement services at their individual institutions. Many of the principles set forth are as applicable to the placement of such groups as business administration majors, engineers, and secretaries, as they are to the placement of teachers. Hence, all placement officers in colleges, universities, and technical schools, regardless of their specialization, should find some helpful suggestions in the following outline.²

I. Policies

1. Do the placement practices fall within the accepted philosophic pattern of teacher education?
2. Are the placement practices consistent with the stated philosophy of the institution?
3. Is the improvement of the educational structure of the region served recognized as the primary function of the placement service?
4. Is registration in the placement service required of all graduates from the teacher-education curriculums and made available to all students in regular and summer sessions or extension classes?
5. What efforts are made to explain to the less desirable candidates the difficulties they will encounter in securing positions?
6. What efforts are made to find school situations where there is a reasonable hope that the less desirable candidates will succeed?
7. How frank is the placement service in advising prospective employers of the possible limitations of suggested candidates?
8. Is reasonable care exercised to see that

all material in testimonials is held in strict confidence?

9. Are all requests for teachers given reasonably prompt attention?
10. Are the services of the placement office free of all costs to registrants?
11. Are systematic efforts made to instruct graduates with reference to:
 - a. School law pertaining to contracts, salaries, tenure, and legal responsibilities and limitations of classroom teachers?
 - b. Professional ethics?
12. Is the placement director given opportunities to:
 - a. Share in the making of policies for admission and guidance of students?
 - b. Interpret to the members of the administrative and instructional staff the needs of the public schools?
 - c. Participate in curriculum revisions?

II. Organization and Administration

1. Is there an official specifically charged with the definite responsibility of teacher placement?
2. Are all requests for candidates for teaching positions reported to the placement officer and are all final recommendations made through his office?
3. Is the director of teacher placement responsible to the chief administrative officer of the institution or to a coordinating administrative official?
4. Is adequate provision made in light of present and expanding needs in respect to:
 - a. Accessibility and location of the placement office?
 - b. Secretarial and clerical service?
 - c. Supplies and equipment?
 - d. Conference rooms?

(2). Acknowledgment is made to the National Institutional Teacher Placement Association for the use of the Score Card prepared by J. D. Lee and J. G. Umstattd, "Current Practices in Institutional Teacher Placement," pages 177-183, 1941.

5. Do office procedures include:
 - a. Definite delegation of duties and responsibilities to secretaries and clerks?
 - b. Definitely planned channel of procedure for routing requests for candidates?
 - c. Definitely planned system for interviews?

III. Credentials

1. Do the credentials include these types of data:
 - a. Personal: Name, home address and telephone number, temporary address, date of birth, physical defects—if any, height and weight, marital status, and photograph?
 - b. Scholastic: Secondary, under-graduate and graduate, extra-curricular, honors and awards received, credits summarized by subjects and fields of certification?
 - c. Experience: Teaching, other vocational experience, military record?
 - d. Testimonials: Supervisors of student teaching, former secondary school officials or teachers, instructor in major field, instructor in minor field, director of extra-curricular activities, former employers, a home-community reference?
 - e. Miscellaneous: Foreign residence or travel, biographical sketch?
2. Does the plan for collection of data include:
 - a. Systematic registration procedure?
 - b. System for sending credential blanks to staff members and other references, including check-up until they have been returned?
 - c. Easy access to college records?

- d. Provision for periodic revision of registrant's credentials?
3. Do the provisions for assembling data include:
 - a. Permanent folder?
 - b. Preparation of several sets of each candidate's credentials up-to-date at all times?
 - c. Effective system for filing and finding credentials?
 - d. Confidential information for private use of the director and his staff?

IV. Relations with Employing Officials

1. Are bulletins published describing the services of the placement office?
2. Do college publications describe the services of the placement office?
3. Are systematic efforts made to secure information concerning vacancies?
4. Are facilities ample for:
 - a. Director to interview registrants?
 - b. Director to interview prospective employers?
 - c. Prospective employers to interview candidates?
5. Are the interests of school districts protected by refraining from recommending teachers under contract within thirty days of the opening of school?

Charles S. Leopold
Engineer

●
213 South Broad Street
Philadelphia

V. Follow-up of Graduates

1. Do follow-up visits by instructional staff members include:
 - a. Systematic visits during the first or second year of teaching?
 - b. Conferences with employers at the time of visitation?
 - c. Written reports on the graduates to the placement office after visitations?
2. Are arrangements for a follow-up visit made in advance with school officials?
3. Are written reports sent to the placement office by employers following the first year of service?
4. Are graduates recalled to the campus for group conferences or demonstrations during the first year of teaching?
5. Are additional visits made if requested by employing officials or when reports indicate the teacher is making unsatisfactory progress?
6. Are funds provided to pay the expense of staff members engaged in the follow-up program?
7. Are systematic efforts made to keep experienced teachers interested in professional advancement?
8. Does the placement Director participate in the follow-up program?

VI. Research

Does the placement director conduct research on:

1. Analysis of calls to determine trends in demand from year to year?
2. Analysis of graduates and registrants to determine supply from year to year?
3. Analysis of placement for:
 - a. Salaries?
 - b. Combinations?
 - c. Extra-curricular demands?
 - d. Demand by subjects and fields?
4. Classroom and extra-classroom demands upon teachers?
5. Interpretation and dissemination of findings:
 - a. Annual interpreted report for clientele?
 - b. Articles in college magazine?
 - c. Well-managed bulletin board near office?
 - d. Reports to staff and curriculum committees?
6. Cooperative research with state groups of placement officials:
 - a. Preferences of superintendents?
 - b. Salary trends?
 - c. Cause of failure?
 - d. Reasons for success?



Philadelphia Schools Set Up Nursing Course

Tuition Will Be Free for Women 18-50

A COURSE in practical nursing is being set up in the Philadelphia public schools.

Any Philadelphia woman, 18 to 50 years of age, with at least one year of high school education, will be eligible for the one-year course, which will be tuition free, although a charge of \$28 will be made for uniforms.

Classes begin October 1, and consist of three months in basic training in one of the public vocational schools and nine months in a Philadelphia hospital.

The program has the endorsement of Philadelphia hospitals and nursing associations. School officials say they have been advised there is an immediate need for 500 practical nurses in private homes, hospitals, homes for the aged and crippled and other institutions.

RESEARCH *One hundred miles high*

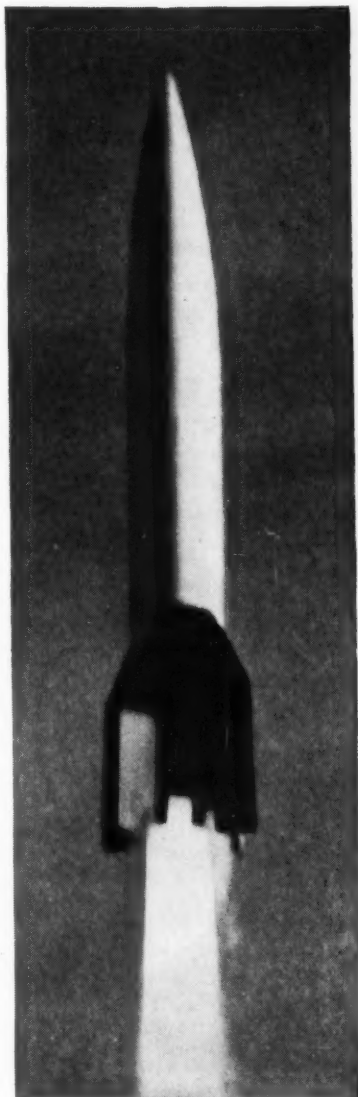
ON the New Mexico desert below the lava-black San Andreas range, men hasten away from the sleek white body of the rocket and crowd behind the ten-foot-thick walls of a blockhouse. A red flash from a V-2 pistol signals two minutes to go. The control operator pushes a button, lighting the igniter. Another button, and the rocket, rising on a column of flame, is thrust skyward on its hundred-mile ride into the heavens . . .

As part of the V-2 research which Army Ordnance is conducting at White Sands, General Electric has been asked to assume responsibility for many of the technical problems of the launchings. The Army needs to know, for instance, what the trajectory of the missiles will be, and how it can be expected to behave. A G-E "differential analyzer," capable of automatically making computations that would require a mathematician weeks of work, figures out these details.

Another problem is to determine what happens to the rocket as it sails into the ionosphere. A newly developed G-E electronic "telemetering" device radios a scientific description of the flight, sending out information about the rocket's acceleration, its temperature, and the position of its control vanes, all of which is picked up by automatic recorders on the ground.

And finally, there has been a problem of reducing the number of costly and time-consuming launchings. General Electric has undertaken development of a "flight simulator," by which information that could be determined in the past only by actual launchings may now be found out in the laboratory.

Thus American Scientists learn about the V-2—how to defend ourselves against it; how, if need be, to build a better one.



GENERAL  ELECTRIC

T.W.I. PROGRAMS FOR TRAINING OFFICE SUPERVISORS



JAMES H. KOHLERMAN, Educational Director,
Life Office Management Association, New York, N. Y.

In this article, the second by Mr. Kohlerman, the author discusses the value of the Training Within Industry Programs. He shows the development of the three programs, Job Instruction, Job Relations, and Job Methods, and then evaluates each one accordingly.

OF the seventy-three companies responding to a nation-wide survey in the life insurance field, twenty-five have provided Training Within Industry programs for their office supervisors. T.W.I. plans have also been widely used by life companies in sales training, but this article relates only to office employees. Interest in the programs is indicated by the table below:

| Name of Program | Number of supervisors Trained |
|------------------------|-------------------------------|
| Job Instruction (J.I.) | 7350 (in 25 companies) |
| Job Relations (J.R.) | 4200 (in 11 companies) |
| Job Methods (J.M.) | 2460 (in 6 companies) |

One or more of the "J" programs are still being conducted in eleven of the organizations reporting, company trainers doing the job in seven firms and outside trainers in the remaining four.

Brief Description of T.W.I. Program

Training Within Industry started as a wartime service in supervisory training, provided at the government's expense to war industries. Its purpose was to help production by aiding supervisors in essential war plants to function more effectively. Conceived in 1940, during the pre-war period of "limited emergency," T.W.I. continued as a Government service until October 1, 1945. Its programs are still being provided by ex-T.W.I. members and by

the Training Within Industry Foundation, Summit, New Jersey, which is headed by C. R. Dooley and J. W. Dietz, founders of the original wartime organization.

The three well-known T.W.I. programs—Job Instruction, Job Relations, and Job Methods—follow simple four-step formulas and are conducted with groups of about ten supervisors in five 2-hour sessions. Based on the conviction that one learns by doing, participants in the programs acquire skill in instructing, handling people, or improving methods by demonstrating on actual jobs or cases drawn from their departments. Details of the programs are not pertinent to this report, but it may help to remind readers of the main elements of each plan.

Job Instruction

For "breaking in" people on jobs

1. Prepare The Worker.
2. Present The Operation.
3. Try-Out The Performance.
4. Follow-up.

The keynote of Job Instruction is that a worker should be instructed and not just "allowed to learn." To insure himself that he covers all vital information with the learner, the supervisor breaks down the job before beginning his instruction. Developing a

department timetable, a device for spotting training needs, is another element of Job Instruction. Benefits of the plan are shorter learning time, less waste, less rework, fewer errors, greater job satisfaction.

Job Relations

For promoting teamwork and cooperation

1. Get The Facts.
2. Weigh and Decide.
3. Take Action.
4. Check Results.

These four steps provide a logical procedure for solving any human relations problem. In addition, attention is given to preventing such problems by (a) letting each worker know how he is getting along; (b) giving credit when due; (c) telling people in advance about changes that will affect them;

and (d) making best use of each person's ability. Job Relations bears results in the form of fewer grievances or complaints, greater cooperation, improved morale, and more willingness by supervisors to handle situations that are their responsibility.

Job Methods

For simplifying and improving jobs

1. Break Down The Job.
2. Question Every Detail.
3. Develop The New Method.
4. Apply The New Method.

Elaborate improvements are not sought. Emphasis is placed on improvements that are possible with the material, machines, and manpower now available. Economies in time and money are realized by eliminating unnecessary details, combining operations, prep-

JOB BREAK-DOWN SHEET

For Instructing an Employee on the Job

Operation TYPING OF FORM LETTERS

| COMPTRROLLER'S | | Department | POLICY LOAN | Division |
|--|--|--|-------------|----------|
| IMPORTANT STEPS IN THE OPERATION | | KEY POINTS | | |
| Step: A logical segment of the operation when something happens to ADVANCE the work. | | Key point: Anything in a step that might Make or break the job. Injure the worker. Make the work easier to do. | | |
| 1. Receive work from Collection Clerk and prepare list for Addressograph. | | 1. Prepared only when address is missing. 2. In Agency order by code number. | | |
| 2. Prepare list for Actuary. | | 1. On all cases. 2. In numerical order. | | |
| 3. Type "paid-off" and "accrued interest" letters. | | 1. Use proper form. 2. Watch for excess remittances. 3. Watch for inquiries pertaining to other departments. | | |
| 4. Type "stop-dividend" letter where indicated. | | 1. Pain in cash to Actuary Service. 2. Paid by "J" to Actuary Loan. 3. Extra copy for Comptroller's Service if blue voucher is attached. | | |
| 5. Finished work to Service Junior clerk. | | | | |

Prepared or revised / / by

ositioning materials, and better planning of work.

Program Development

A fourth plan of T.W.I., called Program Development, is a 40-hour conference course. It is designed to give executives the key to analyzing operating problems and, when training is indicated, developing practical plans to meet them. As might be expected, one of the most frequent results of Program Development is the recommendation of effective follow-up plans for training already in existence. T.W.I. has always discouraged training for the sake of training. It emphasizes the value of getting results from good plans now in existence rather than trying to invent new ones.

How T.W.I. Entered the Life Insurance Field

As a war service, Training Within Industry developed its trainers in one-week conferences called Institutes. Only representatives of essential industries, or volunteers who were to serve as part-time trainers, were invited to these Institutes. However, T.W.I. was permitted to admit persons from non-essential industries if one or two places in an Institute could not be filled by men from war plants. In this manner, as "fill-ins" and part-time trainers, some life insurance supervisors were trained to conduct sessions in the three "J" programs. Later, with the termination of T.W.I.'s wartime service in 1945, many life companies introduced the programs in both sales and office divisions by hiring T.W.I. specialists on either a part-time or full-time basis.

Evaluation of Programs

As to the value of T.W.I. training, nineteen of the twenty-five reporting companies believe that the programs were definitely beneficial. Three companies did not comment on the question of benefits and the other three reported

merely to the effect that the programs did no harm.

One large New York company has used both inside and outside trainers to present Job Instruction to 2000 supervisors and Job Relations to about 1400. Members of top management took either 2-hour previews of the programs (called Appreciation Sessions), or the regular 10-hour units. Benefits of the training were reported in specific instances of shortened training time, more efficient work, and favorable reactions from employees and supervisors. To insure continuing benefits, this organization has a full-time follow-up trainer for Job Instruction in each operating division and holds periodic refresher meetings. The refresher meetings consist principally of practice by members on job breakdowns, timetables, and actual instruction. Films of instruction methods or related subjects are sometimes shown. For example, in Job Relations refresher meetings of about forty supervisors, the company has used the government film "Foundation of Good Relations" as the basis of discussion. An outside consultant conducts Institutes whenever it is necessary to develop new trainers.

Another large eastern company has conducted Job Instruction for about 3000 supervisors, Job Methods for 1950, and Job Relations for 1700. It has received definite benefits from all programs, and especially from Job Methods. This company has integrated Job Methods with its suggestion system and has observed a very sizeable increase in the number and value of improvements that are now submitted. As follow-up, the "J" training has been incorporated into everyday activities and full responsibility for continuing use has been placed on all levels of supervision.

In a mid-western company, 159 supervisors have received Job Instruction and 60 Job Relations. All members of top management participated in Appreciation Sessions. The company strongly endorses both programs and

states that even better results would have been realized had a follow-up procedure been instituted at the beginning. At present, a group of former T.W.I. trainers has been retained to assist in developing a continuing-use program. These outside specialists conduct refresher sessions, advise on timetables, and review breakdown sheets and Job Relations analysis sheets with supervisors. Responsibility for coordinating these follow-up activities has been placed with the personnel director.

An official of a company in western Pennsylvania in which 53 supervisors have been given Job Instruction states that the results have been excellent but that the training must be followed up constantly. In order to insure continuing application of Job Instruction, the company has appointed a committee of four home-office department heads to check on its results every month and to report to top management on its effectiveness.

On the Pacific coast, a company in which top management has taken both the Appreciation and the ten-hour programs is requiring one job breakdown a week and one Job Relations worksheet every two weeks from every supervisor who has been through the sessions. An outside consultant is working with the supervisors on these analysis sheets two days each week.

In Canada, one life insurance company has had about 300 supervisors take Job Instruction and 200 take Job Relations. Job Methods is expected to start about the middle of 1947. Regular refresher sessions are now being scheduled and the company expects to repeat the programs as needed.

A second Canadian company, after all top management had participated in an Appreciation Session of Job Instruction, recently asked a group of department heads to take the ten-hour program and to report their opinion of its value. As the result of the unanimous endorsement of this group, Job Instruction will soon be provided for all supervisors.

The foregoing reports are a cross-section of the comments received from companies responding to the survey. It is definitely known that some companies which did not answer survey questionnaires have used T.W.I. Programs and that others are planning to introduce such training in the near future. Most of the latter will incorporate follow-up procedures with the original operating plan.

Effective Follow-up

Good supervision is "caught" not taught. Regardless of their positions in an organization, people follow the examples of their supervisors. If an executive observes good Job Relations with his immediate staff, they in turn treat subordinates with the same consideration. If a manager uses a Job Instruction Breakdown Sheet or a Time-table in helping his supervisors analyze their operations, they will use these tools when working alone. No training has ever yielded continuing results which has not been an automatic part of daily routine.

A follow-up plan should be tailor-made to suit the traditions and customs of the company in which it is to be used. The plan of a Philadelphia company will be described to indicate a procedure that is proving successful. It is not recommended for general adoption; it is merely an example of how one company is getting continuing use out of "J" programs.

Job Instruction Follow-up

Programs in this firm are conducted by company men who were trained in an Institute by a local T.W.I. consultant. The latter also gives special coaching to department heads on timetables, breakdowns, and the four steps. Each department head then becomes responsible for developing an assistant who helps him follow-up throughout the department. All coaching is on a personal basis as needs arise, rather than in groups. This company aims to get one breakdown a week from each super-

visor until all jobs have been covered. The sample breakdown here reproduced was prepared by a first-line supervisor for his own use, not as an instruction sheet to be handed the learner.

Job Relations Follow-up

A printed form constitutes the basic tool of the Job Relations follow-up and everyone is well pleased with results being obtained. Not only are supervisors learning Job Relations, but the report (see illustration) also serves as a grievance procedure.

NOTE: The front of the J.R. report is shown in the illustration. The reverse side contains spaces for comments by all

supervisors reviewing the case and provides for follow-up remarks headed "Summary of Results Obtained."

If a unit head (first-line supervisor) has a case on which he needs advice, he fills in the Job Relations Report with all details of the case, including his own analysis and recommendations, and then uses the report as the basis of his discussion with his chief. During this conversation, the division head (second-line supervisor) will ask pertinent questions and usually helps the unit head handle the situation himself. If the division head feels that further action should be taken, he also signs the report and sends it to the department

JOB RELATIONS REPORT

| Division _____ | | Department _____ | |
|---|---|---|--|
| WHAT ARE YOU TRYING TO ACCOMPLISH? (List objectives in this space) | | | |
| 1. GET THE FACTS Review the record. Find out what rules and customs apply. Talk with individuals concerned. Get opinions and feelings. | 2. WEIGH and DECIDE Fit the facts together. Consider their bearing on each other. Check practices and policies. What possible actions are there? Consider effect on individual, group and production. | | |
| (Summarize the facts in this space) | | (List the possible actions in this space) | |
| <i>Be sure you have the whole story</i> | | <i>Don't jump at conclusions</i> | |
| | | 3. TAKE ACTION Are you going to handle this yourself? Do you need help in handling? Should you refer this to your supervisor? Watch the timing of your action. | |
| | | (Record your action or recommended action here) | |
| 4. CHECK RESULTS How soon will you follow up? How often will you need to check? Watch for changes in output, attitudes and relationship. | | <i>Don't pass the buck</i> | |
| <i>Did your action help improve job relations?</i> | | | |
| _____ 194 _____ | | (Signature of originating supervisor) _____ | |

manager. In conference, these three men may develop a plan to settle the matter. However, if a final action or advice from the personnel department is desired, the department manager takes the case to the personnel director. Regardless of the final decision, the company now has a complete record of the case, carefully considered by three levels of management.

The company is particularly impressed with the fact that its J.R. follow-up procedure is resulting in each line supervisor training his immediate subordinates in company policy as well as in Job Relations. It summarizes the advantages of the plan as follows:

1. All levels of management are thinking in the same terms.

2. Each executive trains and guides those reporting directly to him.
3. The J.R. Report represents a grievance procedure and assures all concerned of fair consideration.
4. Time is saved in discussions, because the form contains the essential facts and extraneous conversation is eliminated.

The conclusion that seems clearly indicated is that training is no different from any supervisory tool. To be effective, it must be applied day in and day out. Furthermore, a training plan that is conducted by company trainers, and in which follow-up is merely one of the daily duties of the line organization, has far greater chance of success than a plan for which line supervisors have no responsibility.

ASSOCIATION NEWS

A meeting of the Executive Board of the Association of School and College Placement was held on Tuesday, July 1, 1947, in Houston Hall, University of Pennsylvania, Philadelphia, Pennsylvania.

At this time the election of officers and members of the Executive and Editorial Boards and Administrative Committee took place.

The following Executive Board members were re-elected to serve a term of three years: John Barr, Theodore A. Distler, Robert D. Gray, Gordon A. Hardwick and Robert C. Taber.

In order more specifically to provide for executive representation of business and the employer viewpoint, the Nominating Committee proposed the creation of another Vice-Presidency, making two, and nominated as candidate for the new office, Robert N. Hilkert, who combines a broad background of business, educational and financial experience with an active current interest in placement and training work as related to his post as Vice-President of the Federal Reserve Bank of Philadelphia in charge of Personnel.

The following officers were unanimously elected to serve for the fiscal year, July 1, 1947, to June 30, 1948: President, Gordon A. Hardwick; Vice-Presi-

dent, Theodore A. Distler; Vice-President, Robert N. Hilkert; Secretary-Editor, Ida Landenberger, and Treasurer, William R. Gordon.

Members of the Administrative Committee elected to serve during the ensuing year are Messrs. Ashton, Clewell, Distler, Hardwick, Hilkert and Taber, the latter replacing Dr. Stoddard, who has found it increasingly difficult to attend meetings.

On motion duly made and seconded the Board unanimously confirmed the appointment of the following-named to the Editorial Board for the ensuing year: Joseph E. Bell, Virginia S. Calder, Robert N. Hilkert, Robert C. Taber, Paul H. Musser and E. Craig Sweeten, the latter replacing Clarence E. Clewell at his request.

It was suggested that the Association sponsor member conferences in conjunction with the Executive Committee resulting from the Federal Agency-College Conference of the Civil Service. The Board proposed that the Association plan regional meetings for other sections of the country for the purpose of discussing such pertinent questions as professionalization through business internship, the current problems presented by racial minorities and the implication of technological changes on student counseling.

THE COLLEGE SENIOR AND THE SMALL INDUSTRY*



NICHOL H. MEMORY, *Former Director of Placements
Stevens Institute of Technology
Hoboken, N. J.*

During the twelve years, 1934-1946, in which Mr. Memory served as Director of Placement at Stevens Institute, he had ample opportunity to observe the progress made by graduates in many areas of employment in companies both large and small. The following article is based upon his experiences.

Before this, he worked in construction, management and sales engineering. Mr. Memory graduated from Stevens Institute of Technology in 1913.

It has been suggested that engineering college placement officers must encourage small businesses to employ their seniors if the colleges are to continue to graduate their usual numbers of young engineers. One may disagree with the necessity and still agree with the desirability of increasing contacts with small industry, first, because all industry would benefit and second, because many seniors would prefer it.

The statement that small business furnished 67 per cent of the pre-war jobs is impressive. What proportion of small business employed engineers or could profitably have employed them is a question. More than 75 per cent of our seniors graduating from 1934 to 1942 inclusive, took their first jobs with the larger companies.

Perhaps this is a percentage common to most college placement officers who think in terms of careers for their seniors and not simply in terms of jobs. They know that a period of engineering apprenticeship is necessary for their young graduates and are concerned to see that employers are able to pro-

vide it. They know that many of their young men are capable eventually of finding their way into top management and they want to know that those opportunities lie ahead. The larger companies provide the means of training, either by formal courses, or because they have older engineers competent to supervise young men entering their employ. In the aggregate there ought to be more top management jobs for the young engineer to shoot for in small business than in large business, but whether this works out in practice is at least open to doubt. This is one point on which small business could afford to be explicit.

On the tables in the reception room of our combined admissions and placement office are to be found the printed financial reports, house organs, training programs and so on, of many large companies which together with their bulletins and catalogs on our college book shelves give a pretty complete preliminary picture to any interested senior. The national advertising of the "big name" companies has given them prestige and made their trade marks household words. One would say that the reputation of such a company would permit its college interviewer to sign seniors he wanted to employ on the dotted line and have an end of it.

As every engineering college placement office knows, the procedure is, in fact, time

* Presented at the 54th annual meeting, A.S.E.E., Washington University, June 20-23, 1946. Mr. Memory is at present Director of Admissions and Assistant to the President. Reprinted through the courtesy of *The Journal of Engineering Education*.

consuming and elaborate, including lectures, skillful individual interviews, and final consultation with deans and professors. Because visiting company personnel officers are on long established friendly terms with college administrators and faculties accounts in part for the ease with which the large companies make off with the seniors.

For the rest it can be said that few small company representatives take the trouble to lay the information before the senior or the college placement office that the large company furnishes as a matter of course. The fact is that few small company representatives ever appear in the placement office at all. They are content to make a telephone call, or to write a letter, and unless the enterprise is known to the placement office, usually because of Alumni connections, the inquiry receives scant attention. The following letter shows awareness of the situation:

"We are attempting to augment our personnel with some new blood, preferably technically trained, and believe that universities such as yours would be the most logical starting point to establish contacts with such individuals.

"In normal times we would select men who have been out of school for 3 to 5 years and have, so to speak, 'knocked off the rough edges' in the first stages of their experience with commercial activities as contrasted to school life. The conditions of war, have, of course, completely changed the possibility of adherence to such a program.

"Many schools have Student Employment Placement Bureaus. If such is the case at your institution, will you please see that this letter reaches the proper party. Otherwise, if you know of such individuals, or if they later come to your attention, may we have your cooperation in supplying us with their names and addresses.

"You, undoubtedly, will desire to know everything possible about any organization to

which you might refer a young man for such an association. We will be very happy, indeed, to supply you with complete information of the company history, its ownership and management, its products, markets, etc., and anything else which you may feel will be of value to you in assisting us to select future members of our organization. We will welcome any suggestions you might care to give us, looking toward an improvement in our plan for doing so."

Skillful as large company interviewers are, they have no monopoly of personality or attractiveness to young men trying to choose their first jobs, and there seems to be no reason why the smallest enterprise, with the endorsement of the placement office, and with a friendly owner sincerely desirous of taking a young engineer into his business family, should not be successful in proportion to the opportunities it offers.

There are some reservations with respect to the placement of seniors with small business that can best be examined if the kind of jobs open to them and their potential capabilities for these jobs are roughly classified.

We have found it useful to think in terms of (a) research, development, design, (b) production, and (c) sales; an over-simplification, but one that has worked. In considering seniors believed to be qualified for research, development and design, recourse is had chiefly to their academic performance and the observation of those members of the faculty who have supervised their advance work. This leaves much to be desired by way of appraisal, and the easy way out is to turn them over to the large companies having facilities and staff for training in still further advanced technical work. The placement office is then fairly certain that talented technologists will be developed and used at the highest level for which their education will qualify them.

This does not always work. The following is a quotation from a graduate of six years'

standing who has done exceptionally well in design and development with one of the largest companies in the field:

"My relations with my co-workers have been favorable, particularly those with the Chief Engineer and the Designing Engineer. The desire to change positions is composed of several points: (1) The compensation for my services has not corresponded with the responsibilities for several years, (2) I am decidedly uncomfortable in such a large company, where the 'security' angle is emphasized to the exclusion of enterprise. Quite frankly I am afraid that if I do not leave I shall become afraid to do so, (3) I have become so much interested in management and working with people that I wish to try my ideas and observation in more favorable locations.

"Specifically, I seek an opportunity leading towards management in a small manufacturing company, a position wherein the personal relations and the compensation are more nearly balanced and where paper work and routines are reduced to a minimum."

This is a forthright letter that has given its author a chance to blow off steam. The placement office, which shares the responsibility for having got him into his present job, is glad to provide the outlet. Perhaps that is beside the point. In any case, his analysis of his situation may not be wholly correct. That is open to investigation. His technical successes certainly have been made possible by the environment his company provided. What we should like to know is how to discover beforehand that such a man would be happy and still develop his talents starting with a small company. Every engineering college placement officer can look back over his alumni roster and spot graduates who have risen to heights of ingenuity and invention with resources of their own making. Until he can spot such a man in the raw, he is likely to continue to favor the employment of most of them by the large companies.

Still there would seem to be a large area in small business open to the exercise of engineering ingenuity. Moreover, there would appear to be no reason why a nearer approach to providing research facilities and engineering counsel comparable with that of the large companies should not be had by small business.

Certain special consulting and research facilities have long been available to business in general. A guess would be that big business makes more use of consulting engineers than does small business. There were, for example, a number of independent companies engaged during the war in doing overflow design and drafting work for large concerns. It would be interesting to know how many small businesses know of their facilities and how these companies fare in normal times.

It is believed that more engineering firms could be useful not only in highly specialized fields but in the common garden variety of engineering service for small manufacturing concerns at large, not only for the design and installation of special projects or for special studies, but for continuous check-up and handling of day-to-day engineering problems.

There has recently been organized a new engineering firm to serve small manufacturers in the process type of industry. In these times the firm finds it hard to expand its personnel fast enough to take care of the engineering business in hand.

Our placement bureau will do all it can to help make this new enterprise a success. It is headed by hard working, experienced men, capable of training cadet engineers, and it will afford opportunities for some of its young trained men ultimately to enter the employ of those small businesses that are its clientele. Half a dozen such outlets ought to be worth one hundred small businesses to any college placement bureau.

On the research side, certainly small business could make more use of the facilities and

staff of the 150 existing engineering schools than they do. In some localities the local chamber of commerce or whatever its manufacturing counterpart might be could well consider whether having a financial stake in building up the research and consulting facilities of the neighboring engineering school would not be worth while.

Our rough classification mentioned above had for its second kind of jobs (*b*) production. Probably the majority of all engineering graduates end up in management work at one level or another. It is not difficult to discover those seniors with a gift for getting on with people. They rightly seek their first jobs in the plant. The larger companies encourage continuance of these young engineers' education, not only along the lines of production methods, standards control and so on, but in the field of human relations, having to do with employees, customers and the public in general. This education is usually furnished by the management of the company.

The senior entering the employ of a small business ought to be encouraged, and financially aided if necessary, similarly to keep abreast of his field. It is up to the proprietor of the small business to see to it that his young engineer belongs to the local section of the appropriate engineering society, that he has access to the technical magazines and books touching on his work, and that he takes advantage of evening graduate courses open to him. As he grows up his employer should encourage him to study accounting, marketing, and all that pertains to the business side of the enterprise. Such an attitude toward the young engineer on the part of small business men would surely enlist the interest of college placement officers.

Those engineering colleges operating on "cooperative" plans of employment and education should perhaps be the first to whom small business could profitably turn because of the opportunity afforded for a "trial mar-

riage" of the engineering student and the plant. A second best is the job that can be made for the student during his summer vacation. It is worth doing even if it shows no apparent profit, and, incidentally, the college placement office will be the debtor. There are more requests for summer employment in large plants than can be conveniently handled.

In general it could be expected that college placement officers would look favorably upon the employment of seniors in small plants on the production side because the kind of young engineer who ought to be selected for any production job would be quick to adapt himself to the small organization and get on without resentment on the part of the old hands.

In the sales minded group, the third in our classification, the difference between a sales engineer and a peddler of engineering products also depends upon training. Engineering sales is a field often neglected by seniors, competent to enter it. Many small companies sell their products through manufacturers' agents. The agent's office itself is an attractive small enterprise, subject to the same advantages and disadvantages of the small manufacturing plant in getting into top management. The chief complaint of the college placement officer is that the senior is too often sent out by the manufacturer's agent to contact the trade without the thorough grounding in factory methods, both manufacturing and servicing, that will put him in shape to hold his ground with older and wiser competitors. Many sales engineers make themselves useful to purchasing agents as "consulting engineers" and their calls are welcomed. A young sales engineer who does not have the training and ability to achieve this status will turn out to be a discouraged bell ringer and sitter in purchasing office reception rooms.

There seems to be no reason why small companies, or their agents, should not attract and hold the services of competent young sales engineers quite as readily as the large com-

panies. The small company may make a better single kind of pump or furnace than the big one with a whole line of similar gadgets relegated to the status of a department. There is often less red tape involved in meeting special customers' requirements, and the chances for an alert sales engineer to best the big fellow should often be pretty good.

Perhaps it is the element of risk in small business that appeals to the sporting blood of certain young engineering graduates, if not always to the college placement officer. Within six months a quite recent graduate who had been in the sales organization of one of the largest manufacturing companies in the country, after three tries, succeeded in convincing our placement office that he really wanted to change to a small company for no other reason than just that. Didn't he like his present associates? Yes, very much. Wasn't he being paid according to his deserts? Yes, he had no complaint. Well, then, what was the matter? Only this, that if he were as successful as he had promise of and expected and intended to be, he could already see on the chart every job that he would eventually hold in the sales organization up to the District Manager, and he simply did not want to have his future staring him in the face.

Finally, there is the matter of human relationships in the large vs. the small company. Often the acquaintance with the large company college interviewer ends after the senior has entered the employ of the company. Sometimes it is continued. When it is continued it is all to the good, and the young engineer has a counsellor and guide in his formative years with the company.

In the small company this first relationship need never be broken. Instead it ought to grow and be strengthened. The sort of thing

that is meant is illustrated by the experience of a senior seeking his first job who had been interviewed by the representatives of three companies in the same field. One of the company representatives arranged for a second interview with a company engineer at the plant to clinch the deal. This company engineer was an alumnus of the college. The senior's report to the placement office was that he chose that company because Mr. B., having graduated from his college, knew his background and would know how far and how fast to push him. This was a competent lad, but the best of them like to feel that someone will take a personal interest in them. The head of the small business can always supply this interest, if he will.

In conclusion it might be said that, of two equally competent seniors, the one who chose the large company would find himself adequately trained before called upon to accept real responsibility; would encounter stimulating competition within the organization and perhaps a rewarding position in top management; and if not that, almost certainly security and a satisfactory job.

The one who chose the small enterprise might have to see largely to his own training with perhaps a wider area of activity within which to exercise his wits. He would have to be alert in deciding when the path to progress had been barred to him and, if necessary, find a new job where he could keep going on up.

There are small enterprises that do provide opportunity for development and growth and for eventual participation in management and ownership for young men entering them. They are not always known to college placement officers. It is certain that such an enterprise would receive a warm welcome and all possible help in selecting young engineers.



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SO YOU HAVE DECIDED TO BE AN ENGINEER!



H. E. STONE, *W. Va. Univ. Placement Service,*
Morgantown, West Virginia

In these two briefs, Mr. Stone shows that although a student may have decided upon the field he wishes to enter, he must still choose his occupation.

The author points out the weakness of using such omnibus words as engineering or business in referring to future careers.

SO you are going to be an engineer, Bill! That's fine, but you still have your occupation to choose.

What kind of engineer will you prepare to be? Does acoustical engineering interest you and what about photogrammetric engineering, agricultural engineering and horological engineering?

You have already determined to be a mechanical engineer, but may later change over to civil engineering. Well, you have done some thinking, I see, but how much?

Mechanical engineering includes automotive, ventilating, heating, steam, gas, aeronautical, and industrial engineering. It includes designers, erectors, sales engineers, production engineers and engineering executives. It deals with power generation, power transmission, maintenance of machines, transportation, and many other activities in steel plants, power houses and mine shops, and you will find mechanical engineers in every large plant where there is machinery, even in electrical, chemical and textile plants.

As for civil engineering, Bill, it is one thing to choose a college course labeled civil engineering. It is another thing to decide whether you want to become a sanitary engineer, a hydraulic engineer, a railway engineer, a structural engineer, or a municipal engineer. All are branches of civil engineering.

If you make Tau Beta Pi, Honorary Engi-

neering Association, Bill, you will find employers interested in you as a potential designer or research worker. If you earn a graduate degree, you will probably have offers to teach in some college of engineering. If you have been a campus leader, have a sales personality and like people better than machines and technical processes, you may be happier as a sales engineer.

You are embarking on a great adventure, Bill. Before you complete your studies, you may become interested in electrical engineering or chemical engineering. The freshmen year is the same in most engineering colleges. Your real decisions will come later in your course. If you decide to become an electrical engineer, you will still have to decide whether you will work in power or communications. Electrical illumination may interest you or television, or employment with a telephone, telegraph or electric utility company.

Do you know, Bill, that ceramic engineering is a branch of chemical engineering, also metallurgical engineering, gas engineering, combustion engineering and electrochemical engineering.

Well, Bill, ours is an endless task. One authority declares that there are 9000 job titles in the broad field called engineering. I have not even mentioned mining engineering or human engineering—perhaps the greatest job of all in this atomic age.

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SO YOU ARE GOING INTO BUSINESS!

H. E. STONE, *W. Va. Univ. Placement Service,
Morgantown, West Virginia*

SO you have settled on a career, Jack. You are going to prepare for business. You have registered in the department of business administration.

That is fine, Jack, but are you sure you have really selected a career?

Are you going to prepare for the clothing business or the drug business; the jewelry business or the junk business; the hardware business or the restaurant business.

What, Jack, none of these! You will take courses in money banking, investments, accounting, management, marketing, advertising and other broad fields of business knowledge, but you still have many choices to make.

We shall assume that you are not going to become a druggist since you are not studying pharmacy. Your college courses will not make you familiar with the thousands of items in a hardware store, nor will you learn about junk or jewelry. What occupation will you follow?

You will decide that when you complete your general course in Business Administration, you say.

Very well, Jack, don't you think you ought to begin now, to plan, to analyze your interests and aptitudes. The University is ready to help you. Let's see what graduates before you have done. A glance at these placement records will help.

Here's a lad who decided on accounting a decade ago. He took all the courses offered in this field. He always liked mathematics and still likes to juggle with figures more than to converse with people. In fact, he's a real introvert.

He went into the accounting department of a large electric company on graduation, continued with in-service training offered by the company. Now he has moved up and has supervision over a number of junior accountants. He planned right and is happy.

Here is another from that same class who

went into accounting. He had definite sales personality and liked people. His father was a successful sales manager. He made high grades in all subjects including accounting and has been efficient in his work. He was in the other day and asked for counsel he should have had long ago. He has never liked his work, has missed the contacts and thrills he would have had as a salesman. Now he is ready for a sales position.

It is not enough, Jack, to be prepared to do a job well. Aptitude for work does not assure one of interest in work.

You agree! That's good! I'll prescribe for you. We shall begin by seeing what graduates in business administration have done. Let's look at this 10-year placement file. Almost every functional division of a large corporation is represented in this record of placements. There are auditors and accountants, salesmen, advertising men, credit men, purchasing agents, but our salesmen sell insurance, others real estate, building supplies, radio time, newspaper advertising space and many other things. It isn't enough to decide to go into selling. You must decide whether you can best sell commodities, ideas or services. Then you must determine what commodities, what ideas or what services and for whom! Summer working experience, talks with employers, the reading of leaflets and books on business careers all help. Any University placement office can give you plenty of information as to specific occupations from banking to bee-keeping and from auditing to advertising.

Excuse me, Jack, I did not know your wife was waiting for you outside. I knew you were a veteran under the G.I. Bill, and I knew about 1000 of our 6000 students were married and many of them freshmen like yourself. Give my apologies to your wife and drop in if you and she feel the need of help in planning your life work and working your life plans.

EDUCATION FOR AMERICAN CITIZENSHIP

A Presentation by the National Foundation for Education in
American Citizenship

CAREERS IN CONGRESSIONAL EMPLOYMENT

FRANKLIN L. BURDETTE, *University of Maryland*

PROFESSIONAL as well as political careers may be made in Congress. Men and women of unusual capacity, and with enthusiasm for hard work in the midst of important events, may properly think of staff service in the national legislature as filled with opportunity.

More than 3000 employees assist Congress in the lawmaking process. The prospect is clear that the number will gradually increase and that the proportion professionally trained will also grow. Despite appointments as political rewards, members of both Houses of Congress know the necessity for competence and experience. In the committee staffs, especially, tenure based on work performed rather than on political connection is becoming a reality. Long committee service has not been unknown in the past, and movements to strengthen it in the future will carry more weight if able men and women are attracted to the staff work of Congress.

The Legislative Reorganization Act of 1946 did much to separate Congressional committee staffs from the political fortunes of committee chairmen. By law the staff is now assigned only committee work rather than the personal or office work of the individual chairman. While the appropriations committees of House and Senate may employ staffs of any size, every other committee may appoint four professional staff members and six clerks. Basic salaries range from \$2,000 to \$8,000 (with a minimum of \$5,000 for professional appointees); but salary increases now in effect make the top figure \$10,000.

Appointments are made, under the law, by

majority vote of each committee. Professional staff members are chosen "without regard to political affiliations and solely on the basis of fitness to perform the duties of the office." In the first session of the 80th Congress, attempts were made in the Senate to provide a central office for applications, to screen candidates, and to make referrals when committees so requested. This coordination was undertaken in the office of George H. E. Smith, formerly of Yale University and now staff director for the majority Policy Committee.

Increases in staff, through the delegation of routine, will afford members of Congress more time for study and conference. Technically, staff members do not determine policy; they gather information, prepare documents, digest reports, and perform many clerical or professional duties. In fact, however, no one will deny the real influence of trusted staff assistants. Their influence is often quiet or anonymous, but when it is supported with the authority of facts it is respected.

The most successful staff for Congress will not try to rival or duplicate the vast research facilities of the executive departments. Rather it will learn ways to assemble and utilize departmental data. The staff will furnish additional fingers and eyes for Congress. In doing so it will help contribute to representative government the advantages of the scientific method.

Congress has long needed greater staff personnel. As the need is filled, the country will benefit notably if persons of talent regard Congressional staff service as a promising and important career.

GRADUATION GLEANINGS

Excerpts from Commencement Addresses

Dr. Alexander J. Stoddard,

Superintendent of Schools, Philadelphia, Pa., at
Bucknell University, Lewisburg, Pa.

OUR democracy will be safe over the reaches of time, only as its philosophy becomes the way of life of at least a majority of its people. Our homes must become centers or democracy; our institutions, private as well as public, must reflect its principles; man must learn to conduct his ordinary as well as his extraordinary affairs and relationships in accordance with the democratic ideal.

Freedom and democracy are closely related words. There are men in all parts of the world who love freedom, but even in a democracy there are some men who want freedom for themselves but would deny it to others.

Freedom is not the opposite of discipline. Rather discipline is the price of freedom. Freedom is positive, not negative. Freedom is not something we have when something else we do not like is not present. As each one of us struggles to bring himself to his best, he becomes free. Freedom is something which each person builds for himself.

Freedom is not something which one person does for another. In a thousand and one ways we can help one another find freedom but no person can make another free. Freedom is something that we can have individually only as we help others find it. Freedom thrives in a society of free men and sooner or later dies among slaves. Men do not become free by climbing upon the shoulders of others, but rather as they walk together towards freedom.

Man never has been and never will be entirely free. But he struggles eternally towards that goal. This struggle has been and always will be the most thrilling adventure in living. Without this struggle, life would become an insipid continuity of experiences void of challenge or destiny.

Dr. Henry H. Lin

President, University of Shanghai, China, at Baylor
University, Waco, Texas

RELIGION without culture is partial, austere, inefficient, superstitious. Culture without religion is one sided, unsatisfying, aimless, anarchic. But when they are combined, each in its highest development, they guarantee the happy and victorious life. Paul says that the "measure of the stature of the fullness of Christ" is the measure of the radiance and perfection of a man. And the Master himself said, "I came that they may have life and may have it more abundantly." It is His Spirit in a human heart that enlarges the volume and enhances the quality of life. He is the secret of that harmonious expansion of our powers which we have called culture. You will not find the highest culture without Him. Sweep the universe with telescopes and delve into its secrets with microscopes, Range backward through all the corridors of history. Drink at the fountains of literature and drink deeply. Walk with Phidias and Angelo and Rembrandt in all the high places Where Beauty holds her court. Attend when Beethoven and Wagner strike all the singing chords in the souls of man. Even so, without Christ your culture will want consistency and elevation; it will be empty and aimless and cold. He will transform and ennoble and beautify you in the inward parts, if you give your self to Him without evasion and reserve, and in all the coming days, bright days and dark days, you will find His joy to be your joy and your strength. You will be climbing daily one peak higher on the sacred mountain where intellectual and spiritual achievements are found.

Secretary of State George C. Marshall
at Harvard University, Cambridge, Mass.

It is logical that the United States should do whatever it is able to do to assist in the return

of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed not against any country or doctrine but against hunger, poverty, desperation and chaos. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist. Such assistance, I am convinced, must not be on a piecemeal basis as various crises develop. Any assistance that this Government may render in the future should provide a cure rather than a mere palliative.

The Honorable Harold E. Stassen

Minnesota, at Swarthmore College, Swarthmore, Pa.

There is currently more danger from mistakes and errors of American world economic policy, than in any other major question in the country. There is currently more danger of delays and evasions, of too little and too late, in our world economic policy than in any other single problem before the nation.

If we desire the best chance for a future of peace and plenty and freedom for ourselves and for others, we must extend substantial aid from our current production toward the rebuilding of the war-torn world for a period of a decade or more.

The limit to what we can do must be carefully analyzed, lest we extend ourselves too far, and through excessive inflationary pressures, or the straight jackets of extreme controls, destroy the productivity of our own resilient free economy.

Priorities must be established and emphasis must be placed upon the necessity of each country rebuilding for itself to the maximum degree and joining in a total sound economic program.

We should frankly recognize that the amounts of production which we extend toward the rebuilding of other economies can never be fully repaid in dollars or in manu-

factured goods; that instead we reach long term agreements in the first instance, for that portion of repayment that can be expected in specialized goods, for the long term access to raw materials which we will need, and for the establishment of economic stability and economic freedom which will make the future of ourselves and others a brighter picture.

Dr. Harry C. Withers

Managing Editor, Dallas Morning News, at Southwestern University, Georgetown, Texas

In determining how you shall meet your responsibility as custodians of the world, I suggest that you be guided by these two immutable truths:

First—This is still God's world

Second—You are your brother's keeper

Unless we accept those truths there is nothing ahead for mankind but confusion and hate and death.

God has not forgotten the world. He created man in His own image and made him a free agent. He set up a code of behavior for men and nations and warned that violations of that code would bring their own punishments. His word is full of promise for those who conform to the code, for those who love mercy, do justly and walk humbly before Him.

The state of the world today is incontrovertible proof that the laws of God are immutable, that the consequences of violation are inexorable; that when a whole people flouts His sovereignty He visits His condemnation upon all of them, the just and the unjust alike.

The supreme tragedy of these times is that the world has forgotten God—and must pay for that grievous sin. Germany abolished God and brought disaster to Europe. Russia denies God and persistently blocks the road to permanent peace. Japan never knew Him and new wallows in a slough of misery and remorse.

EDITORIAL

Educational guidance to be effective, must begin in the secondary schools. Through counselors, the students receive information concerning the requirements for entering certain fields. Career conferences bring together the successful, mature individual and the interested, inquisitive youth. Psychological tests determine a person's aptitudes and the several related fields for which he is suited.

But what of the future opportunities? Will fields which now experience a dearth of adequately prepared applicants be overcrowded in a few years because of the number of students now preparing for such careers?

With this problem in mind, the Association of School and College Placement has formed the Central Bureau of Job Opportunities, the functions of which will be to analyze and compare the number of students enrolled in each curricular division of schools, colleges and universities with the needs, both present and future, as expressed by business, industry and the professions. The Bureau will not place graduates, but will print summaries of its findings in *SCHOOL AND COLLEGE PLACEMENT* which should especially aid guidance counselors as they advise students and should also prove interesting and profitable to all who receive the journal.

Pages 69-71 contain the results of the first analysis of the job market. The Association had hoped to present a more detailed report, but vacations, some misunderstanding concerning the purposes of the Bureau and other unforeseen difficulties made this impossible.

Since this is a cooperative undertaking, the members will benefit in direct proportion to the number and completeness of the reports forwarded to the Bureau. They must be received regularly from educational institutions, business and professional groups.

Each employer should keep sending descriptions of existing job openings as well as future opportunities likely to occur because of expansion and new trends in business development. Schools and colleges, likewise, should forward weekly reports describing any job requests for which they have no qualified applicants. Also, all educational institutions who have not supplied information concerning the number of students enrolled in each curricular division should do so as soon as the figures are available.

* * * *

The Editor would also appreciate receiving items of interest from all members for use in the News Comments section. The colleges might comment upon curricular changes and new developments in placement activities; the business concerns might submit a statement on special training programs or other interesting factors in connection with this whole problem; and the secondary schools might comment upon guidance and placement problems and procedures.

CENTRAL BUREAU OF JOB OPPORTUNITIES

Enrollment Summaries

ACCORDING to the reports received, the approximate enrollment in the main curricular divisions of coed colleges and universities is as follows:

- Arts and sciences 26%
- Business Administration 21%
- Engineering 15%
- Graduate Schools 7%
- Law 4%
- Fine Arts 3%
- Pharmacy 2%
- Education 1%
- Medicine less than 1%
- Nursing less than 1%
- Social Service less than 1%

According to a further breakdown of enrollment figures, the only two divisions in which women outnumber men are Education and Social Service. The Schools of Pharmacy and Law show an increase in the number of women admitted. Although this trend developed during the war years, the average still indicates twelve men for every woman enrolled.

Women's colleges report the following:

- Arts and Sciences 33%
- Home Economics 15%
- Nursing 13%
- Art 13%
- Business 8%
- Music 7%
- Physical Education 5%
- Science 3%
- Drama 3%
- Medical Technology 2%
- Community Recreation less than 1%

Although the percentage of business majors—which includes secretarial work, accounting, statistics, advertising and publishing—appears low, it is likely that a good many Arts and Science graduates will pursue careers in industry. The figure for nursing does not include the enrollment in hospital nursing schools.

The above averages indicate that women are still not interested, to any large extent, in the medical and science fields. The percentages of these actually entering careers for any length of time will decrease considerably because of marriage. Some may spend several years working while their husbands complete their education under the GI bill.

A summary of enrollment figures from men's colleges would indicate the following trend:

- Arts and Sciences 21%
- Business Administration 18%
- Mechanical Engineering 17%
- Electrical Engineering 14%
- Chemical Engineering 9%
- Civil Engineering 5%
- Industrial Engineering 4%
- Law 4%
- Graduates 3%
- School of Agriculture 2%
- Aeronautical Engineering less than 1%
- Architecture less than 1%
- Veterinary less than 1%
- Chemistry less than 1%
- Education less than 1%

In some cases the figures for Arts and Sciences include Business Administration and Education.

According to the few colleges which submitted a breakdown of enrollment figures for the four year program, it would seem as if the interest in the curricular divisions remains fairly constant. There is no definite trend toward a decreasing enrollment in certain fields while others increase disproportionately.

Career Opportunities for Men

Reports would seem to indicate that the greatest demand at present is for chemical engineers and physical, applied, colloidal, and organic chemists. It is increasingly difficult to secure those with experience or with advanced degrees, especially in analytical and

inorganic chemistry. Because of this, the salaries offered by a good many companies even for recent college graduates is higher than that received in other gainful occupations. Remuneration, in many cases, is greater for advanced degrees and extra research.

A continued shortage is expected in the biological field, especially for those trained in entomology, parasitology, plant pathology and physiology. Companies are feeling a lack of qualified Ph.D's in chemistry and chemical engineering and physics.

Overseas opportunities exist for civil, mechanical, chemical and petroleum engineers as well as for geologists and accountants. Individuals considering these must be unmarried since housing for families cannot be provided for several years.

Overcrowding in electrical engineering followed by mechanical engineering is likely to precede an oversupply of qualified applicants in other areas of this field.

There seems to be less difficulty in securing suitable candidates with business administration training. However, there are openings for economists and statisticians. In limited numbers, there are requests for production managers and salesmen.

A demand for professors of economics, business administration and psychology exists, especially in small colleges.

Career Opportunities for Women

Women are greatly needed in the teaching profession both in elementary and secondary schools and to a much lesser degree in colleges. For the most part only small colleges or those whose entire student body is composed of women, engage them in any sizable numbers to instruct classes. They are usually given a higher rating than their colleagues who teach in larger colleges and universities.

Most school boards prefer teachers with

two or three years experience or advanced degrees but the shortage has caused these requirements to be modified in many sections. Although a fair minimum is set, additional remuneration is still, for the most part, based upon the above factors.

Women are needed to teach mathematics, home economics, science, Latin and modern languages. There is also some demand for commercial teachers, vocal and art instructors. To an increasing extent, women are replacing men as science teachers since the latter are being drawn into industry by better salaries resulting from the current shortage of scientifically trained men.

Only experienced teachers find opportunities abroad since the necessary adjustments require mature individuals who have had ample opportunity to try teaching and be certain of a desire to continue in this profession.

The nursing profession has suffered from a decided lack of personnel including teaching supervisors, staff, surgical and head nurses, clinical instructors in medicine and surgery and assistant directors of nursing schools.

Other outstanding opportunities exist in stores, libraries, insurance companies, banks and the government since these sources of employment continually express a desire for intelligent women to gain experience as typists and stenographers preparatory to becoming secretaries. They prefer that applicants have a minimum of one or two years of college and/or a year's good training in stenography, typing and office practice. A college degree is more acceptable. The chief complaint is that women whose personality requirements and general education are acceptable, usually show a decided lack of technical skill. To a lesser degree, economists and statisticians are needed.

A certain number of openings exist in psychiatry and psychology. Welfare organiza-

tions maintain an almost constant demand for social workers since women predominate in this field. Industry and public institutions alike are requesting librarians, and for the most part no experience is required.

Hospitals and industry do employ women chemists but men are still preferred since too many women leave to be married during or

soon after completing their on the job training.

Opportunities for advancement occur more frequently and with greater regularity among women than men because of the high marriage rate. This turnover causes employers to hesitate to place women in highly specialized fields.

BOOK REVIEW

Guide to Career Success, Esther Eberstadt Brooke. 213 pages. Harper & Brothers. \$3.00.

The title of this book and the author's statement of the basic objective of the book are designed to attract readers from all walks of life. She states, "This book was written for the express purpose of bringing you the proof that success is within the grasp of all of us, and that the means thereto lie within ourselves."

This book repeatedly evidences the fact that the author is a competent vocational counsellor and employment consultant, but it falls far short of attaining its platitudinous objective. The author's attempt to describe success as an infallibly logical plan is so oversimplified that her conclusions are open to question. After presenting a series of miniature self-appraisal charts and occupational charts, she concludes that "finding and landing your job is then easy." This is a difficult conclusion for industrious, serious-minded persons in the profession of vocational guidance to accept, as is the statement that "it is a simple matter to pick that job that fits you." Her conclusions are predicated on a geographic area and an economic era of numerous job openings and a high level of employment.

This book is divided into three parts—Find Yourself, Find Your Job, and Find Success. In the first part an effort is made to evaluate testing as an estimate of an individual's potentialities and to draw a pattern from them which will shape the characteristics and nature of a potentially successful career. In chapters on "The Magnetic You," "The Intellectual You," "The Talented You," "The Physical You" and "The Temperamental You," the writer sets up a sequence aiding the individual to draw up a full reflection of himself or herself. The self-appraisal and occupational information charts and data are too scanty as illustrative samples and do not warrant the reliance she leads her reader to place on them. How-

ever, they add and do not detract from the value of objective testing.

Of particular value to employment counsellors today is her articulate expression of personality aspects of job applicants. She reminds her readers frequently that not all jobs put a premium on vivacity, effervescence, and on a volatile and scintillating personality, but that quiet intensity, in its own sphere, has brilliance beyond compare.

Her section on Finding Your Job is a healthy approach for individual independent career research projects. However, in the experience of the reviewer relatively few individuals will undertake such exhaustive occupational investigations themselves despite such exhortations. Her counsel is sound, friendly, and thorough, and has definite value for young people in particular.

The third part devoted to Find Success makes interesting reading, but few people can hope to attain it as a result of this reading. This section is weak. It is a somewhat breezy treatment of "What Part Endeavor," "What Part Luck," and "What Part You."

The author's writing style is friendly and conversational with a thorough sprinkling of excerpts from her wide experiences in actual career planning. She has a homespun simplicity that is infectious, persuasive, and easily readable.

This book regrettably makes no new contributions to the literature of placement counselling and vocational guidance. It makes a labored effort to reduce the entire field to simple outline and logic. Its shortcomings lie in its over-simplification and in its patent claim as a sure guide to career success. The value of this book is in occupational planning and in the opinion of this reviewer, limited to library reading for young people.

DOUGLAS J. W. CLARK,
Director of Placement, Rutgers University,
New Brunswick, New Jersey.



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